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A SURVEY OF THE TEACHING OF ENGLISH COMPOSITION IN
GRADES NINE, ELEVEN, AND TWELVE IN ALBERTA, 1960

by

MERRON CHORNY

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Survey of the Teaching of English Composition in Grades Nine, Eleven, and Twelve in Alberta, 1960" submitted by Merron Chorny in partial fulfilment of the requirements for the degree of Doctor of Education.

ABSTRACT

This study was undertaken to determine the state of the teaching of composition within the English language programs in grades IX, XI, and XII in Alberta. Specifically, the study was designed to secure information from teachers of English regarding

- (1) their professional qualifications and experience,
- (2) their teaching load in English language,
- (3) their teaching practices in composition and in related areas of the language program,
- (4) their opinions of the curriculum guides and the authorized textbooks for the English language program, and
- (5) their major problems in the teaching of composition.

The data for the study were obtained by means of a questionnaire distributed to a stratified random sample of teachers of English in grades IX, XI, and XII in Alberta. Grades IX and XII were selected because they were terminal grades in the junior and senior high school, respectively; at the end of each of these grades, students were required to write external examinations set and marked under the authority of the provincial Department of Education. For purposes of comparison, grade XI, a grade in which external examinations were not administered, was included in the study. The strata were established to take into account differences in organization and in total enrolment in English courses in the schools in the province. The sample consisted of 377

teachers selected from a total population of 1,419 teachers of English in grades IX, XI, and XII. Completed questionnaires were returned by 78.5 per cent of the teachers in the sample. In terms of criteria usually applied to normative surveys, the percentage and distribution of the returns were acceptable.

The investigation revealed the following information about the teaching of composition in grades IX, XI, and XII in Alberta: in each of the three grades, teachers assigned the equivalent of one 250-word theme per week. Two-thirds of the writing assignments were on expository topics. Most of the writing was done outside class time. Prevision and follow-up activities relating to each writing assignment were conducted by approximately one-third of the teachers.

An analysis of the data led to three general conclusions about the teaching of composition in the English language programs in grades IX, XI, and XII: first, the teachers gave greater attention to the skills which they considered relevant to writing than they gave to writing itself; for example, they allotted nearly twice as much time to grammar, vocabulary, and spelling as they allotted to composition. Composition received thirty per cent of the total language time. Second, the teaching of language skills lacked integration. Vocabulary study was related to student's writing by only one-fifth of the teachers. The view seemed to prevail among the majority of the teachers that formal instruction in grammar would improve writing; the instruction, however, was essentially unrelated to students' writing and consisted largely of analysis of sentences in textbook exercises. Third, in their instruction,

most teachers relied almost entirely on large-group methods. Methods of individual attention, whereby the teacher might more readily identify student problems and weaknesses, offer individual assistance, or ascertain whether expectations were being met, were reported one-fifth as frequently as the group procedures.

The investigation disclosed the following conditions relating to the teaching of composition in Alberta secondary schools:

1. General Professional Preparation: One-fifth of the English teachers in grades XI and XII and two-thirds of the teachers in grade IX had not completed four years of professional preparation.
2. Preparation in English: Two-thirds of the English teachers in grades XI and XII and nine-tenths of the teachers in grade IX had not completed a four-course English major.
3. Teacher Assignment: Two-fifths of the English teachers, although they had completed four years of professional preparation, lacked an English major. Over one-half the teachers expressed a preference to teach in subjects other than English.
4. Teaching Load: One-third of all the English teachers, teaching in the largest schools, instructed two-thirds of the students enrolled in language in the three grades. In grades XI and XII, these teachers had median pupil loads of 92 in language and median total pupil loads of 150. In grade IX, the corresponding loads were 57 and 180. In the senior high school, four-fifths of these teachers stated that pupil loads of this magnitude constituted their most pressing problem and limited the effectiveness of instruction in composition.

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The author wishes to express his gratitude to a number of persons for their assistance in the preparation of this thesis. For their guidance as well as for their generous contribution of time and ideas, he is indebted to the members of the thesis committee, Dr. E.W. Buxton, Dr. M.E.D. Jenkinson, Dr. R.G. Baldwin, and Dr. J.O. Regan. The author also acknowledges, his indebtedness to the teachers of English who cooperated in this study.

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CHAPTER I

PURPOSE AND PLAN

I. THE PURPOSE OF THIS STUDY

This study was undertaken to determine the state of the teaching of composition within the English language programs in grades IX, XI, and XII in Alberta. Specifically, this study was designed to secure, from teachers of language in grades IX, XI, and XII, information about the following items:

1. The professional qualifications, preparation in English, teaching experience and subject preferences of the teachers of language
2. The teaching load in English language
3. The teaching practices in grammar, spelling, and vocabulary
4. The teaching practices in composition
5. The language teachers' opinions of the curriculum guides and the authorized textbooks for the English language programs
6. The problems in the teaching of composition

In general, the purpose of the study was to determine and to describe how composition was being taught, by whom it was being taught, and the conditions under which it was being taught. Further, the purpose was to secure teacher opinion regarding what was being taught and to identify problems in the teaching of composition.

II. THE NEED FOR STUDIES OF TEACHING

At the present time on this continent there is evidence of a trend to re-examine and to reassess school programs and school instruction. In the United States this trend is evident in projects such as those supported by the Rockefeller¹ and Ford Foundations,² and in books of public and professional interest such as those written by Conant,³ Gardner,⁴ and Bruner.⁵ In Canada, evidence of this trend is apparent in the Canadian Conference on Education,⁶ in the commitment

¹Panel Report V of the Special Studies Project, The Pursuit of Excellence (New York: Doubleday, 1958), pp. 27-28.

²E. A. Paul Woodring, New Directions in Teacher Education (New York: The Fund for the Advancement of Education, 1957); Elizabeth Pascal, Encouraging the Excellent (New York: The Fund for the Advancement of Education, 1960). (For details of activities, see the Reports of the Fund for the Advancement of Education).

³James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, 1958).

_____, Recommendations for Education in the Junior High School Years (Princeton: Educational Testing Service, 1960).

_____, Slums and Suburbs (New York: McGraw-Hill Book Company, 1961).

⁴John W. Gardner, Excellence (New York: Harper and Brothers, 1961).

⁵Jerome Bruner, The Process of Education (Cambridge: Harvard University Press, 1960).

⁶G.G. Croskery and G. Mason (ed.), The Canadian Conference on Education (Ottawa: Mutual Press, 1958).

of the federal government to assist in the extension of technical and vocational training,⁷ and in the reports submitted by the Royal Commissions on Education in Alberta,⁸ Manitoba,⁹ and British Columbia.¹⁰

In the manifestations of this trend to reappraise education is implied the need to determine the state of teaching in the schools. Studies of teaching assume importance because they can provide an objective basis for assessing the current situation and because they may indicate the direction for possible change.

III. THE NEED FOR STUDIES OF TEACHING IN ENGLISH

In the field of English, as in education generally, there is a movement to re-examine and to reassess the English program in schools. Two recent publications, in particular, draw attention to the need for determining the present status of the teaching of English.

⁷"Building for Tomorrow," Technical and Vocational Education in Canada, I (Summer, 1962), pp. 1-4.

⁸Report of the Royal Commission on Education in Alberta, 1959.

⁹Report of the Royal Commission on Education in Manitoba, 1959.

¹⁰Report of the Royal Commission on Education in British Columbia, 1960.

The Basic Issues in the Teaching of English,¹¹ a statement formulated as a result of a conference sponsored by the four major associations concerned with the teaching of English in the United States, identifies fundamental areas of concern and embodies the bases for a searching examination of English instruction. Regarding the need for studies of the teaching of English, the convictions of the representatives whose deliberations resulted in the report are expressed in this statement:

Some of us in the profession believe that a thorough re-examination of the teaching of English, from the elementary grades through the graduate school, is now imperative.¹²

The National Interest and the Teaching of English,¹³ a report on the status of the profession, points out inadequacies in teacher preparation, teaching conditions, and the school programs in the United

¹¹The Basic Issues in the Teaching of English (Prepared by a group of twenty-eight teachers of English, meeting under the auspices of the American Studies Association, the College English Association, the Modern Language Association of America, and the National Council of Teachers of English, 1959). Published as a supplement to the English Journal, XLVII (September, 1959).

¹²Ibid., p. 6.

¹³Committee on National Interest, The National Interest and the Teaching of English (Champaign: NCTE, 1961).

States. This report, based on a study undertaken by the National Council of Teachers of English, is an acknowledgement by an organization of 70,000 teachers of English, from elementary school through college level, of the need for re-examination and reassessment of teaching.

IV. THE NEED FOR A STUDY OF THE TEACHING OF COMPOSITION IN ALBERTA

The recognition which the professional English associations had given to the need for studies of the teaching of English indicated the desirability of a study of the teaching of composition in Alberta.

The study could

1. provide objective evidence regarding the teachers of composition and regarding some of the conditions under which composition was being taught in the province,
2. provide objective evidence regarding the actual teaching practices in English composition in the province,
3. define more clearly some of the problems in the teaching of composition,
4. provide a broad framework of data within which other research in the teaching of English, essentially those studies which are more specialized and concentrated, might assume greater significance,
5. provide data to reinforce the bases for some of the decisions which might be made to effect changes in the teaching of composition.

V. THE PLAN OF THE STUDY

This study is described in the subsequent chapters according to the following plan:

Chapter II reviews research related to this study.

Chapter III describes the data-gathering instrument and outlines the procedures followed in securing the data for this study.

Chapter IV describes the teaching force and presents data on the teaching experience, general preparation, preparation in English, and subject preference of the teachers encompassed by this study.

Chapter V describes the teaching load in composition and examines some relationships between teaching load and the weekly hour load of teachers of composition.

Chapter VI examines time allotment for the various areas constituting the language program and describes some of the practices used in teaching spelling, vocabulary and grammar.

Chapter VII summarizes the teaching practices in composition and comments on the use of teaching materials and technological aids.

Chapter VIII summarizes teachers' evaluations of curriculum guides and authorized textbooks in language.

Chapter IX summarizes the difficulties and problems in the teaching of composition, as identified by Alberta teachers.

Chapter X presents certain conclusions and recommendations arising from the study.

CHAPTER II

RELATED STUDIES

This chapter reviews related studies in the teaching of English. The related studies fall into two categories. In the first category are the comprehensive studies of the teaching of English which have general relevance to this study. These studies are discussed in Sections I - VI. In the second category are studies having relevance only to a projection which is described in Chapter V and which illustrates the possible effects of total pupil load in language upon the language teachers' weekly hour load. These studies are discussed in Section VII of this chapter.

I. RELATED STUDIES OF THE TEACHING OF ENGLISH

A number of studies of the teaching of English have been undertaken previously on this continent.

The New York Regents' Study

In 1941, Dora Smith reported on the English section of the Regents' Inquiry, initiated in 1935, of secondary school instruction in the state of New York. The study involved fifty-one communities, selected to provide representative samples of the total secondary school

population of the state. The data for the study were obtained in the following ways: Intelligence and achievement tests were administered to all the pupils in the schools constituting the sample. An intensive study by testing, visitation, and interview was made of seven selected communities. One hundred and seventy-two classes in English were visited. Interviews were conducted with teachers, supervisors, and administrators. Courses of study and texts were examined. In each high school visited, teachers furnished data concerning their training, major fields, class schedules, size of their classes, and their extra-curricular activities.¹

Smith's study revealed a number of problems in the teaching of English in the secondary schools of New York. It showed that purposes in the teaching of English were not clear. Much of the instruction in the high schools was directed at getting students through the Regents' examinations. The major elements of the English program were taught in a fragmented manner. Spelling, usage, and punctuation were taught as though they were ends in themselves. In language activities, emphasis on technical studies exceeded the emphasis on the expression of ideas. Of the lessons in written composition, one-fifth concerned letter writing. Two-thirds of these lessons were on form only.

¹Dora V. Smith, Evaluating Instruction in Secondary School English (Chicago: National Council of Teachers of English, 1941).

With respect to composition, Smith states, "Personal visitation brought out clearly a definite relationship between scores made in quality of composition in the testing program and the amount of actual writing done under teacher direction in the classroom."² She expands on this point by saying that those schools "whose pupils evidence the greatest maturity of thought and expression are those in which boys and girls do most writing and speaking under constructive direction from the teacher in the classroom."³

The Wisconsin Study

In 1946, Pooley and Williams published the report of a study designed to determine the status of the teaching of English in the public elementary and secondary schools in the state of Wisconsin. The study sample consisted of twenty-five county units selected by the State Department of Public Instruction. Included in the units making up the sample were 4,919 elementary school teachers and 565 high school English teachers. The data for the study were secured in two ways: First, a questionnaire was distributed through school supervisory personnel to approximately 2,600 teachers, of whom approximately 1,700

²Ibid., p. 152.

³Ibid., p. 248.

returned completed questionnaires. Second, 905 classroom visitations were made to 286 schools in the state.⁴

With respect to the teaching force and teaching conditions, the Wisconsin study brought out the following points: Ninety-five per cent of the high school English teachers held degrees. Seventy-two per cent of the teachers had completed a major in English; 20 per cent, a minor in English. However, in spite of the high proportion of teachers who had completed English majors, many high school teachers were judged to be deficient in preparation in certain areas of English; namely, in the history of English and in American literature. Normally, English teachers carried a load of five classes, with a median of 33 students in each class. Forty-three per cent of the English teachers had teaching assignments in other subjects as well as in English. The teachers estimated that they worked a forty-eight-hour week.

Time allotment in the language programs favored grammar and mechanics over written composition. In the senior high school, 22 per cent of the lessons were devoted to grammar and mechanics; 29 per cent

⁴R. C. Pooley and R. Williams, The Teaching of English in Wisconsin, (Madison: University of Wisconsin Press, 1948).

to oral and written composition. In the junior high schools, 32 per cent of the lessons were devoted to grammar, 25 per cent to spelling, 8 per cent to oral composition, and 7 per cent to written composition.

The investigators concluded that written composition was neglected in high school. Of the four stages of writing which the investigators considered--planning, writing, correcting, and publishing or preserving--only planning was emphasized. However, even this stage was normally of very short duration. Where students wrote in class, emphasis on planning decreased. Most classes had no idea of a set of standards to which they were to write.

The investigators recommended that teachers consider eighteen themes a semester as the minimum of practice in written composition. Further, they recommended that one period be devoted for each assignment for "engendering the ideas, suggesting the organization, and setting the standards."⁵

The Milwaukee Study

Eight years later, Pooley and Searles conducted a survey of English teaching in Milwaukee high schools. They employed what they term a "self-study" procedure. The two consultants, in cooperation with

⁵Ibid., p. 158.

teachers of secondary English, developed criteria in terms of which English departments assessed the organization for instruction, the course outlines, and the teaching procedures in each of the city high schools.⁶

Pooley and Searles concluded that "time to do more and better teaching of writing is one of the most pressing needs of the schools."⁷ They emphasized the need for regular practice (the 6-8 themes a semester which were assigned, on the average, in Milwaukee schools were considered insufficient) and careful analyses of students' writing by the teacher. They stressed the need for smaller classes (a point most frequently mentioned by Milwaukee English teachers) "if truly effective teaching and counselling is to be done."⁸ As an additional means of providing more practice in composition, they suggested that some of the time which was being devoted to grammar be used for composition.

⁶R. C. Pooley and J. R. Searles, The Program of English Instruction in Milwaukee High Schools (Unpublished Study, University of Wisconsin, 1956).

⁷Ibid., p. 24.

⁸Ibid., p. 24.

The Dusel Study

In 1955, Dusel conducted a survey of the teaching of writing in California secondary schools. He obtained his data by means of a questionnaire completed by 430 teachers in 150 communities in the state.⁹

The study reports the following findings with respect to the time required to teach written composition: The teachers recommended that each high school student should write an average of 250 words per week. They expressed the view that students' writing should be supervised by the use of teacher-student conferences. Because they found that the normal school day precluded extensive use of teacher-student conferences, the teachers emphasized the marking of compositions as the most efficient way of supervising writing. Such supervision of writing, however, made extensive demands upon the English teachers' time. An evaluation, by each teacher in the study, of a sample composition submitted by Dusel revealed that the average time required to mark a 250-word theme effectively and to check subsequent revisions was 11.4 minutes. At this rate of evaluation, a teacher with a student load of 150 in English would need to spend 21.5 hours per week marking students' writing.

⁹W. J. Dusel, "Determining an Efficient Teaching Load in English," Illinois English Bulletin, XLIII (October, 1955).

In the light of the implications of theme evaluation for the teachers' work week, Dusel recommended a reduction in the student load in English.

The California Study

In 1955, the Bureau of Education of the California State Department of Education, in cooperation with the Curriculum Study Commission of the Central California Council of Teachers of English, made a study of the teaching of English in the high schools of California. The data were obtained by means of an annual report, the October Report of High School Principal, which the principal of every day high school in the state was required to complete. Two parts of the 1955 report were designed to collect information relating to the teaching of English.¹⁰

An analysis of the responses disclosed the following information: Approximately 45 per cent of all high school English teachers had a major in English; approximately 35 per cent had a minor in English. The mode for the daily student load of full-time teachers of English was 150 to 174. The mode for class size of full-time teachers

¹⁰M. E. Mushlitz, H. C. Meckel, and J. R. Squire, English Language Arts in California High Schools, Bulletin of the California State Department of Education, Vol. XXVI, No. 7. (Sacramento, California: California State Printing Office, September, 1957).

was 31 to 35. Larger class sizes were reported by junior high school principals than by senior high school principals. The median of the maximum number of compositions which junior high school teachers reported assigning over a typical four-week period was 2.82; the median of the minimum number of compositions was 2.40. The corresponding data for the number of composition assignments made in the senior high schools were 3.30 and 2.79. For the junior high schools, the median of the maximum number of words required in a composition was 215; the median of the minimum number of words required in a composition was 159. For the senior high schools, the corresponding data for the median length of compositions were 311 and 250.

The Portland High School Curriculum Study

In Portland, in 1959, consultants from college faculties used such means as questionnaires, classroom visitations, discussions with teachers, and examination of curricula and texts as part of a project to develop a curriculum for college-bound students.¹¹

The study revealed the following information regarding the teaching of English in Portland high schools: Approximately one-half

¹¹A. R. Kitzhaber, R. M. Gorrell, and P. Roberts, Education for College (New York: The Ronald Press, 1961).

of the teachers had no college preparation in language and composition beyond the English courses they had taken in their Freshman year. More than half the teachers appeared to have majored in courses other than English. Many teachers had not been assigned to subjects in their field of special preparation. On the average, English teachers taught a total of 150-180 different students for a total instruction time of 25-30 hours a week.

The consultants identified four weaknesses in English instruction in Portland high schools: Legitimate subject matter was neglected. Sequence was lacking in what was taught. Sufficient disciplined practice in writing was not provided. Agreement on methods and standards for judging writing was lacking.

Among the conclusions and recommendations made were the following: The study of language should be basic in the high school English course. The study of grammar should be increased, but it should be an accurate grammar of Modern English. Teacher education should include special preparation in English language and composition.

Writing should be central in the English program. Students should be required to write a theme a week, each theme to be corrected by the teacher and returned for revision. To permit teachers to deal adequately with composition, an attempt should be made to reduce student loads in English to 100 per teacher. The consultants concluded

that "Recommendations for improvement in high school curricula will be only pious expressions of intent unless teaching loads are greatly reduced."¹²

The National Interest Report

The National Interest Committee of the National Council of Teachers of English used questionnaire surveys and data from other studies to present a national picture of the teaching of English in the United States. The study covered such areas as teacher preparation, teaching conditions, programs, and teaching practices.¹³

The National Interest Committee reported these facts about the teachers of English and about teacher preparation in English: Only 40 to 60 per cent of the high school English teachers in the United States had completed a major in English. Nationally, a median of 16 to 18 semester hours of English was required as a minimum preparation to teach English. Only one quarter of the colleges preparing high school teachers required a course in the history of composition; only two-fifths required a course in advanced composition; less than one-

¹²Ibid., p. 43.

¹³National Interest Committee, The National Interest and the Teaching of English (Champaign: NCTE, 1961).

fifth required a course in Modern English grammar. Only one-half of the colleges required prospective high school teachers to complete a course in the methods of teaching.

The Committee concluded that the student load (frequently exceeding 150) which English teachers carried precluded effective instruction and discouraged recruitment of English teachers. The committee recommended a maximum load of 100 students per day in English, in a total of four or five classes.

II. GENERAL IMPLICATIONS OF EXISTING RESEARCH FOR THIS STUDY

The review of the related literature led to three basic decisions with respect to this study.

First, the review confirmed the desirability of undertaking a study of the teaching of English in Alberta. The kinds of information which related studies had provided about the teaching of English in other geographic areas warranted identification in current and comprehensive form in Alberta.

Second, the review of the related literature made apparent the need for limiting the scope of this study. A comprehensive study, encompassing all grades, relating to all areas of English, and using various means of gathering data -- questionnaires, interviews, classroom visits and tests -- would be impractical to undertake without

such resources as were available for the New York, Wisconsin, Portland, and National Interest studies. For this reason, certain limitations, which are described in Section III, were made in the scope of the present study.

Third, the review indicated limitations in the possibilities of comparing Alberta data with data from other studies. Differences among the studies in such factors as specific purpose, design, geographic location, population, time, and local conditions restricted the degree to which meaningful comparisons could be made. For this reason, the prime emphasis in this study was placed upon determining and describing Alberta data.

In brief, this study will repeat, in modified form, studies conducted for similar purposes elsewhere.

III. CONTRIBUTIONS OF RELATED STUDIES TO DESIGN

Specifically, the studies described above suggested scope and direction for the present study.

Limitation of Scope

For reasons outlined in the preceding section, the present study was limited to a questionnaire survey of the teaching of composition in the English language programs of grades IX, XI, and XII.

Population. Grades IX and XII were selected because they are critical levels in the Alberta school program: they are terminal grades in the junior and senior high school, respectively. Furthermore, at the end of each of these grades, students are required to write external examinations in English, set and marked under the authority of the provincial Department of Education. For purposes of comparison, grade XI, a grade in which external examinations are not administered, was included in the study.

Subject. The fact that the findings of the previous studies made reference to general inadequacies in the teaching of writing¹⁴ influenced the decision to choose the teaching of composition as the subject for this investigation.

Means of collecting data. After consideration of the various means used for collecting data in the related studies, the decision was made to use a questionnaire as the data-gathering instrument for this study. This decision was influenced by the fact that the intent in the study was to make a comprehensive examination of the subject and to base this examination on a sample representative of the high school language teachers throughout the province.

¹⁴Cf. Smith, op. cit., pp. 247-248.
Pooley and Williams, op. cit., pp. 174-175.
Pooley and Searles, op. cit., pp. 24-25.
National Interest Committee, op. cit., p. 89.

In the light of this intention, the questionnaire appeared to be the most appropriate single instrument to use. It permitted the gathering of a wide range of data, all of which could not have been collected by observation alone, and some of which, had the interview method alone been used, would have involved unnecessary demands upon the respondents' time. As well, the use of the questionnaire allowed a wider and more representative sampling than would have been possible if either observation or interview alone had been used.

Comprehensiveness of Investigation of Subject

The related studies confirmed the necessity of extending this study of the teaching of composition beyond an examination of teaching methods alone, in order to take into account other factors which might influence instruction in composition. Particularly, such considerations as those which Pooley and Williams gave to teacher preparation and experience,¹⁵ and to time allotment;¹⁶ which Smith gave to curricula,¹⁷ textbooks and instructional materials;¹⁸ which

¹⁵Pooley and Williams, op. cit., pp. 115-116.

¹⁶Ibid., pp. 129-133.

¹⁷Smith, op. cit., pp. 102-121.

¹⁸Ibid., pp. 122-142.

Pooley and Searles gave to preparation in English;¹⁹ and which the National Interest Committee gave to teaching conditions²⁰ indicated a potential value for the inclusion of these items in this study.

Refinement of Objectives

Finally, the related studies provided direction for refining the general objectives and determining the specific objectives²¹ of this study.

IV. TREATMENT OF DATA FROM RELATED STUDIES

Some of the difficulties of making comparisons between data from the related studies and Alberta data have been noted earlier in this chapter. Where the conclusions of related studies permitted comparison with the findings of the Alberta study, the relevant data have been included in appropriate sections of the chapters which follow.

¹⁹Pooley and Searles, op. cit., p. 40.

²⁰National Interest Committee, op. cit., pp. 89-104.

²¹See Chapter III.

V. STUDIES INVESTIGATING THE EFFECTS OF FREQUENCY OF WRITING AND INTENSIVENESS OF EVALUATION UPON IMPROVEMENT OF WRITING ABILITY

In Chapter V of this study a projection is made to illustrate the possible effects of total pupil load in language upon the language teachers' weekly hour load. Basic to the projection are two assumptions related to teaching practices in composition. It is assumed, first, that students need to be given regular practice in writing and, second, that their written work must receive some form of individual attention or treatment.

This section refers to professional opinion and reviews research related to the assumptions stated above.

Professional Opinion Regarding Frequency of Writing Practice and Effectiveness of Evaluation

Professional opinion has supported the view that regular practice in writing is needed if students are to develop their skill in composition.²² As well, professional opinion has stressed that students'

²²See, for example: Harvard University Committee on General Education, General Education in a Free Society (Cambridge: Harvard University Press, 1946), pp. 11-12; R. C. Pooley and R. D. Williams, The Teaching of English in Wisconsin (Madison: University of Wisconsin Press, 1948), p. 186; F. M. Salter, "The Problem of the Humanities," The New Trail, IX (Summer, 1951), p. 80; G. W. Stone, Jr., Issues, Problems and Approaches in the Teaching of English (New York: Holt, Rinehart and Winston, 1961), Introduction, p. viii; Albert R. Kitzhaber, Robert M.

writing needs to be read and evaluated if students are to learn from their practice.²³

The Findings of Research Regarding Frequency of Writing Practice and Effectiveness of Evaluation

Research in composition, however, appears to be divided regarding the effects of frequent writing practice and of evaluation of students' writing upon the improvement of students' writing ability. On one hand, Lokke and Wykoff,²⁴ as well as Maize,²⁵ suggest that increased frequency

Gorrell, Paul Roberts, Education for College (New York: The Ronald Press, 1961), p. 80; A Precis of the Report of the Royal Commission on Education in British Columbia (Victoria: Government of British Columbia, 1961), pp. 75-76; Northrop Frye, ed., Design for Learning (Toronto: University of Toronto Press, 1962), p. 42; James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, 1959), pp. 50-51; William J. Dusel, "Determining an Efficient Teaching Load in English," Illinois English Bulletin, XLIII (October, 1955), p. 4; National Interest Committee, The National Interest and the Teaching of English (Champaign: NCTE, 1961), pp. 89-95.

²³For statements endorsing this practice, see: Joseph Mersand, Attitudes Toward English (Philadelphia: Chiltern Press, 1961), pp. 294-305; Kitzhaber, loc. cit.; Frye, loc. cit.; Royal Commission on Education in British Columbia, op. cit., p. 76; Conant, op. cit., p. 51; Dusel, op. cit., p. 4; Stone, loc. cit.; Salter, loc. cit.; National Interest Committee, op. cit., pp. 91-95.

²⁴Virginia Lokke and George Wykoff, "Doubling Writing in Freshman Composition Experiment," School and Society, LXVII (November, 1948), pp. 437-39.

²⁵Ray C. Maize, "A Writing Laboratory for Retarded Students," College English, XVI (October, 1954), pp. 44-48.

in writing practice, combined with certain procedures including adequate evaluation, will effect improvement in writing ability. Buxton²⁶ also indicates that a combination of frequent writing and rigorous evaluation, associated with other procedures, can produce an improvement in written expression.

On the other hand, Dressel, Schmid, and Kincaid²⁷ conclude that mere frequency in writing is not sufficient to improve the quality of written expression. Heys²⁸ suggests that increased frequency of writing, even when combined with evaluation and revision, does not produce improvement in writing, but that reading may be an influence on writing ability. Arnold²⁹ reports that no significant improvement in the quality of written expression is evident as a result of frequent writing and intensive evaluation.

The Implications of the Related Studies in Composition

However, to state simply on the basis of the latter group of

²⁶Earl W. Buxton, "An Experiment to Test the Effects of Writing Frequency and Guided Practice Upon Students' Skill in Written Expression," Alberta Journal of Educational Research, V (June, 1959), pp. 91-99.

²⁷P. Dressel, J. Schmid and G. Kincaid, "The Effect of Writing Frequency Upon Essay-Type Proficiency at the College Level," Journal of Educational Research, XLVI (December, 1952), pp. 285-293.

²⁸Frank Heys, Jr., "The Theme-a-Week Assumption: A Report on an Experiment," English Journal, LI (May, 1962), pp. 320-322.

²⁹Lois Arnold, "Writer's Cramp and Eyestrain--Are They Paying Off?" English Journal, LIII (January, 1964), pp. 10-15.

studies that regular practice in writing and some kind of individual attention to the writing do not contribute to improvement in written expression may be to draw a conclusion that the investigators themselves would not be prepared to endorse. Their findings need to be viewed in a broader perspective. Thus Dressel,³⁰ in implying the limitations of mere frequency of writing, points to the need for examining a broad spectrum of procedures for teaching composition. While Heys³¹ raises doubts about the theme-a-week assumption--about the outcomes of frequent practice--he draws attention as well to other practices which may produce improvement in expression. Arnold³² concluding that neither frequent practice nor intensive evaluation seem to improve writing ability, nevertheless cautions against quick judgments and emphasizes the need for consideration of all factors relating to the writing process.

Ultimately, the basic issue is not whether regular writing practice and some form of reaction to students' writing--whether it be through written comment, conference, or teacher-guided discussion by students--are needed for improving composition skills. The issue concerns the kind of practice and reaction to be provided and the

³⁰Dressel, et al., loc. cit.

³¹Heys, loc. cit.

³²Arnold, loc. cit.

context of procedures within which practice and reaction are to be undertaken.³³ The necessity for both practice and reaction is not disputed.

In this light and in terms of the purpose for which the projection has been conceived, the assumptions underlying the weekly hour load projection in Chapter V are considered to be basically tenable. The projection is not developed to endorse any specific procedure related to frequency of writing practice and to reaction to students' writing. The projection is made in order to illustrate how regular writing practice and individual reaction, whatever form they may take, can affect a language teacher's weekly hour load in a direct relationship to the teacher's total pupil load in language.

The projection is described in detail in Section II of Chapter V: Teaching Load and Hour Load.

³³Writing practice may be necessary for another reason as well. The studies of Lange, "A Sampling of Composition Errors of College Freshmen in a Course Other Than English," Journal of Educational Research, XLII (November, 1948), pp. 191-200, and of Kitzhaber, Themes, Theories and Therapy: The Teaching of Writing in College (New York: McGraw-Hill, 1963), pp. 100-109, suggest that practice within a context of clear and rigorous expectations may be necessary if students are to maintain the level of proficiency which they have attained in composition. One implication of the Buxton study, loc. cit., may be that a level of expectation is necessary not only in English courses but in all subjects if the level of writing ability attained is to be maintained consistently.

CHAPTER III

PROCEDURES

To attain the general objective¹ of this study, the procedures described below were followed:

I. FORMULATION OF SPECIFIC OBJECTIVES

First, the specific objectives of this study were identified: An analysis was made of each of the six areas of the problem to determine the specific kinds of information which were required. In terms of this analysis were formulated the following questions the answers to which would provide the specific data necessary to attain the general objective of the study.

The Teaching Force

1. What is the total teaching experience of the teachers?²
2. What is their total experience teaching English language in the grade to which they are currently assigned?
3. How many years of professional education beyond grade XII do the teachers have?
4. What is their special preparation for teaching English?

¹See Chapter I.

²In the questions, the word "teacher" refers to a classroom teacher whose teaching assignment at the time of this study included at least one class of English language in one of grades IX, XI or XII in Alberta.

- a. How many university courses in English³ have they completed?
 - b. What kinds of university English courses have they completed?
5. To what extent is English the preferred subject of teachers currently teaching secondary school language?

The Teaching Load

1. What is the teachers' class load in English language courses?
2. What is the teachers' pupil load in English language courses?
3. What is the class size in English language courses?

Related Skills

1. What proportion of the total time in the English language program is allotted to each of the major areas which constitute that program?
2. How is grammar taught?
3. To what extent are new methods in grammar and new grammars used?
4. How is spelling taught?
5. What practices are followed for developing growth in vocabulary?

³The terms "courses in English" and "English courses" when used in this study with respect to teacher preparation refer to university courses in such areas of English as literature, language, composition, and grammar, but not to courses in the methods of teaching English.

Composition

1. How frequently are writing assignments made?
2. What is the nature of the writing assignments?
3. What factors do teachers identify as contributing to the success of a writing assignment?
4. What procedures are followed by teachers during the course of a class assignment in composition?
5. How are composition themes evaluated?
6. What methods are used to teach specific skills in composition?
7. How is instruction adapted to provide for differences in ability among students?
8. To what extent is a student's proficiency in composition used as a criterion in evaluating his progress in the English language course?
9. To what extent do teachers make use of teaching materials and technological aids in their teaching of English language?

Curriculum Guides and Authorized Textbooks

1. What areas of the curriculum guides and authorized textbooks in English language do teachers consider satisfactory?
2. What areas do teachers regard as requiring revision?
3. What areas do teachers regard as requiring deletion?
4. What additions to the curriculum guides and authorized textbooks would teachers recommend?

Problems

What do teachers consider to be the most pressing problems in the teaching of composition?

These questions served as the basis for designing the data-gathering instrument.

II. DESIGN OF THE QUESTIONNAIRE

The instrument used for collecting the data for the study was a questionnaire designed to secure from teachers the information relevant to the six areas of the study.

The majority of the questions were of the supply, or open-end, type. This kind of question seemed most suitable for the following reasons: First, it offered no clues as to what might be the "most desirable" answer. The teacher had to indicate his own practices. Second, it permitted the obtaining of information which could not be readily classified until the data were available. Problems in the teaching of composition in Alberta, for example, could not be classified until the teachers identified them. The indeterminate nature of the problems precluded the formulation of a structured question adequate to secure the desired information. Third, the open-end question did not restrict the respondent to a narrow, unqualified reply, but allowed each teacher to comment on his practices as fully as possible. Fourth, it permitted a qualitative treatment of replies where a quantitative evaluation might not explore fully the implications of responses to an

item.⁴ It not only permitted, for example, the identification of the elements constituting a particular practice, it also provided, in many instances, insight into the way in which these elements were integrated in the practice. Fifth, although some of the single items could have been broken down into question-types (such as multiple response) which would have permitted easier tabulation, their use would have necessitated a very lengthy questionnaire.

The questionnaire was first tested in April, 1960, in a pilot study involving twenty-seven teachers of language in grades IX, XI, and XII, who were also requested to appraise the questionnaire. The suggestions made by these teachers were analyzed. On the basis of this analysis a number of modifications were incorporated into the final form of the data instrument.⁵

III. DETERMINATION OF THE STUDY POPULATION

Use of a Stratified Random Sample

The data regarding the teaching of language in Alberta were obtained, through the use of the questionnaire, from a stratified random sample of English teachers in grades IX, XI, and XII in the province.

⁴For two comments with respect to this point of view, see: Kitzhaber, et al., op. cit., p. 35; C. Good, A. Barr and D. Scales, The Methodology of Educational Research, (New York: Appleton-Century-Crofts, 1935), p. 695-697.

⁵A copy of the questionnaire appears in Appendix A.

The strata (categories) were established to take into account the possible effects which differences in school organization and in class load might have upon the teaching of language.

Establishment of Categories

The categories were established on the following bases: A distinction was first made, for each grade, between standard instruction-time high schools and small high schools.⁶ A standard instruction-time high school was defined as one in which there were one or more high school teachers per grade. A small high school was defined as one in which the ratio of high school teachers to high school grades was less than one.⁷ A further subdivision was then made within each grade according to the number of language classes (sections) per grade in the school and according to the enrolment per class.

On the basis of the criteria just described, the following categories were established:

Grade IX

- A. Standard instruction-time schools with two or more classes of grade IX language.

⁶This distinction was also used by the Department of Education to classify the types of high schools in the province. See: Department of Education, Province of Alberta, Senior High School Handbook, 1960, p. 20.

⁷This distinction between types of high schools was adequate, with one exception, for categorizing all teachers in grades IX, XI, and XII in the province. The exception involved 36 teachers, at the grade IX level, who taught grades I - IX in one-room schools. These teachers were placed in a separate category.

- B. Standard instruction-time schools with only one class of grade IX language; enrolment 20 and above.
- C. Standard instruction-time schools with only one class of grade IX language; enrolment 1-19.
- D. Non-standard instruction-time schools with only one class of grade IX language; enrolment 10-30.
- E. Non-standard instruction-time schools with only one class of grade IX language; enrolment 1-9.
- F. Schools in which one teacher was responsible for instruction for grades I - IX.

Grade XI

- A, B, C - identical to the corresponding categories in grade IX.
- D. All non-standard instruction-time schools.

Grade XII

- A, B, C, and D - identical to the categories in grade XI.⁸

Selection of the Sample

The following procedures were then used in determining the sample. First, the names of all teachers of English language in grades IX, XI, and XII in public and separate schools in Alberta were obtained from the records of the Department of Education. Any teacher who taught in more than one of the grades surveyed was identified separately for each grade.

⁸It should be noted that the letter designations (A, B, C, etc.) used here to identify the categories established for each grade, are used subsequently in the tables and in the text to identify and to refer to specific data relating to each category.

The total number of teachers identified was 1,419; 692 in grade IX, 417 in grade XI, and 310 in grade XII.

In addition to the name and grade level for each teacher, information was also taken from the departmental records regarding the type of high school in which he taught, the total number of sections of language which he taught, the enrolment in each of these sections, and the total number of sections in language taught in his school in the grades surveyed. On the basis of this information, each teacher was placed in one of the categories described above.

A table of random numbers⁹ was then used to select a random sample of twenty per cent of the teachers in each category. In those categories in which the sample consisted of fewer than twenty-five teachers, it was built up to that number by the further use of the table of random numbers in order to permit intra-grade as well as inter-grade comparison. The total sample consisted of 377 teachers: 170 in grade IX, 107 in grade XI, and 100 in grade XII.

The data regarding the study population, the sample, and the returns are summarized in Table I.

⁹E. F. Lindquist, Statistical Analysis in Educational Research (Boston: Houghton Mifflin Company, 1940), Table 18 (Appendix), p. 262.

TABLE I
THE SURVEY POPULATION, SAMPLE, AND RETURNS

Grade	Categories						Totals for Each Grade			
	Standard Instruction Time		Non-Standard		I-IX		Population	Sample	Percentage of Returns	
	A (2 classes)	B 20+	C 1-19	D 10+	E 1-9	F All				
IX	Total									
	Population	199	146	54	131	126	36	692		
	Sample	40	29	25	26	25	25	170		
	Returns	32	23	20	20	19	18		132	
	Percentage of Returns	80.0	79.3	80.0	76.9	76.0	72.0		77.7	
XI	Total									
	Population	158	65	73	121.0*			417		
	Sample	32	25	25	25			107		
	Returns	25	20	20	19				84	
	Percentage of Returns	78.1	80.0	80.0	76.0				78.5	
XII	Total									
	Population	105	78	67	60*			310		
	Sample	25	25	25	25			100		
	Returns	19	20	21	20				80	
	Percentage of Returns	76.0	80.0	84.0	80.0				80.0	
Grand Total							1419	377	296	78.5

* Includes all teachers in non-standard instruction-time schools.

IV. GATHERING OF THE DATA

In May, 1960, the questionnaire was mailed, with a covering letter explaining the purpose of the study, to each of the 377 teachers in the sample. Subsequently, three additional requests were sent to solicit the cooperation of teachers who had not yet returned their completed forms. Ultimately, 296 completed questionnaires, representing 78.5 per cent of the sample, were returned. The percentage of returns for the categories ranged from 72 per cent to 84 per cent (Table I).¹⁰

In the light of the percentage of total returns of questionnaires in this study and of the limited variation among the percentages of returns in the categories, it is assumed that the responses are essentially representative of the group sampled, and therefore of the total population studied.

Evidence that the sample returns are representatively distributed over the total population is presented in Table II. This table compares two sets of data for student enrolment in language in grades IX, XI, and XII in 1960. First, for each grade, it gives the total enrolment as

¹⁰With respect to returns in questionnaire studies, Shannon reports the following figures: About 72 per cent returns in 170 Masters' theses completed; about 71 per cent returns in 204 Doctoral dissertations; about 81 per cent returns in 59 studies reported in the Journal of Educational Research. He also notes: The most important factor in the analysis of data is to have an adequate number of representative returns rather than any given percentage of the number of questionnaires originally distributed. See: J. R. Shannon, "Percentages of Returns of Questionnaires in Reputable Educational Research," Journal of Educational Research, XLII (October, 1948), pp. 138-141, quoted in: J. F. Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 109.

TABLE II

COMPARISON OF ACTUAL STUDENT POPULATIONS IN LANGUAGE IN GRADES XII, XI, AND IX
AND POPULATIONS AS EXTRAPOLATED FROM THE STUDY DATA

Grade	(1) Mean pupil load in grade category ^a	(2) Total no. teachers in province ^b in category	(3) Extrapolated total no. students in category ^c	(4) Actual no. students registered ^d in language	(5) Category enrolments in (3) expressed as percentages of total enrolment in grade
XII A	59.8	105	6,279.0		66.9
B	23.5	78	1,833.0		19.5
C	11.5	67	770.5		8.3
D	8.4	60	504.0		5.3
Total			9,386.5	9,541 (Error 1.6%)	
XI A	57.7	158	9,116.6		63.8
B	26.5	65	1,722.5		12.0
C	15.3	73	1,116.9		7.8
D	19.4	121	2,347.4		16.4
Total			14,301.4	14,074 (Error 1.6%)	
IX A	56.1	199	11,163.9		59.0
B	28.5	146	4,161.0		21.0
C	15.7	54	847.8		4.4
D	15.1	131	1,978.1		10.4
E	7.3	126	919.8		4.8
F	2.2	36	79.2		0.4
Total			19,149.8	19,161 (Error 0.1%)	

^aData derived from Table XXVII^bData derived from Table I^cObtained by multiplying (1) x (2) in each category^dData obtained from Report of the Department of Education, 1960. (Edmonton: Province of Alberta, 1961), pp. 230-231.

derived by extrapolation from the study data. Second, for each grade, it gives the actual enrolment as reported in the Annual Report of the Department of Education, 1960.¹¹ For no grade does the maximum difference between the two totals exceed 1.6 per cent.

The teaching practices reported in the responses to the questionnaire are assumed to represent the actual practices of the teachers in the sample surveyed and, therefore, of the total study population.

V. TREATMENT OF DATA

In the treatment of the data, this study is essentially descriptive. The information secured by means of the questionnaire has been analyzed and summarized to describe the state of the teaching of composition in the English language programs of grades IX, XI, and XII in Alberta.

It should be noted that all Alberta data presented in this study were collected in 1960 for the school year 1959-60. All generalizations and conclusions, unless otherwise qualified, are to be considered as relating to that school year.

¹¹Fifty-fifth Annual Report of the Department of Education, 1960 (Edmonton: Province of Alberta, 1961), pp. 230-231.

CHAPTER IV

THE TEACHING FORCE

This chapter describes teachers of English language in grades IX, XI, and XII in Alberta with respect to their teaching experience, professional preparation, and subject preferences.

I. TEACHING EXPERIENCE

Total Experience

The median of the total teaching experience of all the teachers in this study was 13.9 years (Table III).¹ Through the range of the grades surveyed, the years of total teaching experience increased with the grade level: the medians of the number of years of total experience of teachers of language in grades IX, XI, and XII were 12.6, 15.0, and 16.2, respectively; the means were 14.3, 15.9, and 18.0. Among the categories in each grade there was no consistent pattern in the data summarizing years of total teaching experience. Since the sequence of categories in each grade represents, in effect, progressively smaller schools, it is evident that, with respect to years of total teaching

¹A more detailed treatment of the data in certain tables in the text is presented in corresponding tables which appear in Appendix B. These tables are identified by the letter prefix "A". Reference to each table in the appendix is made by a footnote immediately following the corresponding table in the text.

experience, no clear distinction can be made between teachers in large and in small schools.

TABLE III
DISTRIBUTION OF TOTAL YEARS OF TEACHING EXPERIENCE*

Grade	Years of Teaching Experience		
	Mean	Median	Range
XII A	21.1	19.6	3-41
B	17.1	18.8	1-35
C	15.1	14.0	1-36
D	19.0	21.0	2-40
All	18.0	16.2	1-41
XI A	16.2	15.3	1-35
B	18.4	17.0	1-40
C	14.6	15.0	1-40
D	14.3	12.5	1-28
All	15.9	15.0	1-40
IX A	14.7	12.7	1-39
B	14.7	14.2	2-29
C	15.4	14.6	5-30
D	13.9	10.0	3-38
E	16.6	13.5	1-37
F	10.1	7.5	1-26
All	14.3	12.6	1-39
Total	15.2	13.9	1-41

*See Appendix B, Table AI.

Comparison of Total Experience: Language Teachers and All Teachers

In order to compare the language teachers in the grades surveyed by this study in 1960 with the total teacher force in Alberta, certain data from this study have been compared with data on all teachers in the province, reported by MacArthur and Lindstedt² for 1958, and by

²R. S. MacArthur and S. A. Lindstedt, The Alberta Teacher Force in 1957-58 (Manuscript Copy, 1958), p. 43.

Clarke, Sillito and Haring³ for 1962.⁴

In both 1958 and in 1962, the median total experience of all teachers in the province was 9.9 years.⁵ It can be inferred, therefore, that in 1960 Alberta language teachers in grades IX, XI, and XII, as a group, had more years of teaching experience than did the total Alberta teaching force. A further basis for this inference is found in comparing Table IV, which shows the distribution of years of total experience for the teachers surveyed by this study, with Tables V(A) and V(B), which show comparable data for all teachers in Alberta for 1958 and 1962, respectively.

Experience Teaching Language in the Grade Surveyed

The teachers' experience in language in the grade for which they were identified for this study was less, however, than their total teaching experience. A comparison of Table III (page 42) and Table VI reveals that in all categories in the three grades the teachers' experience in language, in the grade surveyed, was less than 50 per cent of

³S. Clarke, M. Sillito, N. Haring, The Alberta Teaching Force, September, 1962 (Edmonton: Alberta Teachers' Association, 1964), p. 27.

⁴This comparison has a number of limitations. It is made, nevertheless, because corresponding data for 1960 are not available. The limitations of this comparison should be borne in mind, as well, at several other points in this chapter where these two studies of the total teaching force are cited.

⁵MacArthur, op. cit., p. 43; Clarke, op. cit., p. 29.

TABLE IV
DISTRIBUTION OF YEARS OF TOTAL TEACHING EXPERIENCE
EXPRESSED IN PERCENTAGES FOR EACH GRADE

Grade	Years of Teaching Experience						
	0-5	6-10	11-15	16-20	21-25	26-35	35+
XII	11.2	15.0	20.0	16.3	16.3	15.0	6.2
XI	13.1	20.2	16.7	25.0	6.0	16.7	2.4
IX	17.4	18.2	27.2	15.9	9.9	9.2	2.3

TABLE V(A)
DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE
OF ALL TEACHERS IN ALBERTA (1957-58)*

Years	1-4	5-9	10-14	15-19	20-24	25-34	34+
%	24.1	22.6	19.1	12.4	8.5	9.9	3.4

*The data in this table have been extracted from Table 34 of R.S. MacArthur and S. A. Lindstedt, The Alberta Teacher Force in 1957-58 (Manuscript copy, 1958), p. 43. Some of the intervals in the original table have been grouped to permit comparisons with Table IV (above); however, the accuracy of the original data has been preserved.

TABLE V(B)
DISTRIBUTION OF YEARS OF TOTAL TEACHING EXPERIENCE
OF ALL TEACHERS IN ALBERTA (1961-62)*

Years	0-4	5-9	10-14	15+
%	30.8	19.6	17.9	31.6

*Adapted from Table 17 in S. Clarke, M. Sillito and N. Haring, The Alberta Teaching Force, September, 1962 (Edmonton: Alberta Teachers' Association, 1964), p. 29.

their total teaching experience. For example, while grade XII language teachers reported a median total experience of 16.2 years (Table III), their median experience teaching grade XII language was only 4.4 years (Table VI). It appears, therefore, that the language teachers in grades IX, XI, and XII had taught in other grades or in other subjects before assuming their present positions in high school.

TABLE VI
DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE
IN LANGUAGE IN PRESENT GRADE*

Grade		Years of Teaching Experience		
		Mean	Median	Range
XII	A	9.7	7.5	2-39
	B	5.6	4.0	1-20
	C	4.6	4.0	1-15
	D	6.6	3.9	1-36
All		5.4	4.4	1-39
XI	A	5.2	3.7	1-20
	B	7.0	4.6	1-20
	C	4.2	3.1	1-15
	D	4.8	3.4	1-14
All		5.3	3.6	1-20
IX	A	5.9	3.8	1-18
	B	6.9	6.1	1-18
	C	6.3	7.5	1-27
	D	7.1	6.0	1-17
	E	11.3	9.5	1-32
	F	6.6	4.1	1-21
All		7.2	5.6	1-32
Total		6.3	4.5	1-39

*See Appendix B, Table AII.

This conclusion is supported by other data in the study. These data⁶ reveal that at least 23 per cent of the high school language teachers in grades IX, XI, and XII had taught for a mean of 6.4 years, either in the elementary grades, or in high school in a pattern of subjects which did not include English language.

II. PROFESSIONAL QUALIFICATIONS

Minimum Qualifications

In Alberta, in 1959-60, two kinds of programs existed for teacher preparation. A special one-year program led to a Junior E certificate valid for teaching in grades I-IX. A general program provided, after the completion of two years of university education, for a Standard E certificate, valid for grades I-IX, or a Standard S certificate valid for grades IV-XI. After the completion of three years, the program provided for a Professional certificate valid for grades I-XII; after the completion of four years, for a Bachelor of Education degree.⁷ Essentially, therefore, a minimum of one year of professional preparation was necessary to teach in grade IX, of two years to teach in grade XI, of three years to teach in grade XII.

⁶The data were obtained from the language teachers' responses to items 6 and 7 in Section I of the questionnaire.

⁷Calendar of the Faculty of Education, 1959-60, op. cit., pp. 12-13, 31.

Table VII summarizes the distribution of the number of years of professional preparation completed by the language teachers.⁸

TABLE VII
DISTRIBUTION OF NUMBER OF YEARS OF PROFESSIONAL
AND ACADEMIC PREPARATION*

Grade		Mean	Median	Range
XII	A	5.6	5.9	4-10
	B	4.5	4.9	3-6
	C	4.3	4.7	1-7
	D	3.9	4.6	1-6
All		4.5	4.9	1-10
XI	A	4.8	5.2	3-10
	B	4.3	4.6	3-6
	C	3.8	4.4	2-5
	D	3.6	4.5	1-6
All		4.2	4.7	1-10
IX	A	3.6	4.5	1-6
	B	3.1	3.4	1-6
	C	2.8	3.0	1-7
	D	2.0	2.0	1-4
	E	1.7	1.8	1-4
	F	1.1	1.5	1-2
All		2.5	2.5	1-7
Total		3.5	4.3	1-10

*See Appendix B, Table AIII.

⁸In the questionnaire, data about the professional preparation of the language teachers was sought in terms of years of academic and professional education beyond high school. Years of education were considered to be a more consistent unit of measurement than university degrees.

In the few instances in this study where it has been necessary to discuss teacher preparation in terms of a degree, it has been assumed that four years of academic and professional education beyond high school are equivalent to a university degree.

The table shows that in all the categories for each grade both the mean and the median of years of preparation of the language teachers exceeded the minimum requirements of the Department of Education. However, the study data also reveal that 14 per cent of the teachers in category XIIC, 20 per cent in XIID, and 16 per cent in XID did not meet the minimum requirements. It appears, therefore, that for the smaller schools in Alberta there may have been some difficulty in securing senior high school language teachers who had even minimum qualifications.

Degrees

Table VIII shows that 86.2 per cent of the language teachers in grade XII, 78.6 per cent in grade XI, and 33.3 per cent in grade IX had four or more years of professional preparation; that is, it can be assumed that they had the equivalent of a university degree. In the light of the findings, in 1958, of MacArthur and Lindstedt that "only 25 per cent (of all Alberta teachers) have four or more years of [professional] preparation,"⁹ and of the information in the Annual Report, 1960 of the Department of Education that "at least one college or university degree was held by 25 per cent of Alberta teachers,"¹⁰ it can be concluded that the teachers of language in this study held higher professional qualifications than did the teaching force as a

⁹MacArthur, op. cit., p. 22.

¹⁰Fifty-fifth Annual Report of the Department of Education, 1960 (Edmonton: Province of Alberta, 1961), p. 109.

TABLE VIII
DISTRIBUTION OF YEARS OF PROFESSIONAL PREPARATION
EXPRESSED IN PERCENTAGES FOR EACH GRADE

Grade	Years of Professional Preparation									
	1	2	3	4	5	6	7	8	9	10
XII	5.0	3.8	5.0	<u>40.0</u>	21.2	20.0	3.8	0.0	0.0	1.2
							86.2			
XI	3.6	4.7	13.1	<u>41.7</u>	28.6	7.1	0.0	0.0	0.0	1.2
							78.6			
IX	40.2	18.2	8.3	<u>21.2</u>	8.3	3.0	0.8			
							33.3			

TABLE IX (A)
DISTRIBUTION OF YEARS OF PREPARATION OF ALL
TEACHERS IN ALBERTA (1957-58)*

Years	1	2	3	4	5	6
	or less					or more
%	53.9	14.9	6.2	<u>14.0</u>	6.5	4.5
						25.0

* Adapted from Table 18 in R. S. MacArthur and S. A. Lindstedt, The Alberta Teacher Force in 1957-58 (Manuscript Copy, 1958), p. 22.

TABLE IX (B)
DISTRIBUTION OF YEARS OF PROFESSIONAL PREPARATION
OF ALL TEACHERS IN ALBERTA (1961-62)*

Years	1	2	3	4	5	6
	or less					or more
%	52	15	7	<u>15</u>	7	5
						27.0

* Derived from Graph A in S. Clarke, M. Sillito and N. Haring, The Alberta Teaching Force, September, 1962 (Edmonton: Alberta Teachers' Association, 1964), p. 18.

whole. However, the senior high school teachers of language, with 86.2 per cent in grade XII and 78.6 per cent in grade XI holding degrees, differed less from all senior high school teachers, of whom 73 per cent¹¹ held at least one degree.

Years of Professional Preparation

The medians for the years of professional preparation of the language teachers in grades XII, XI, and IX, respectively, were 4.9, 4.7, and 2.5; the means were 4.5, 4.2, and 2.5 (Table VII, page 47). Within each grade, the means and medians with respect to preparation decreased through the categories, from category A. It appears, therefore, that for the high school grades there was a direct relationship between the professional qualifications which a high school language teacher possessed and the grade level and size of school in which he taught.

Tables IX(A) and IX(B) (page 49) summarize the distribution of the years of professional preparation of all Alberta teachers for 1958 and 1962, respectively. A comparison of Tables IX(B) and VIII shows that while 67 per cent of all Alberta teachers had two years or fewer of professional education, only 9 per cent of the language teachers in grade XII, 8 per cent in grade XI, and 58 per cent in grade IX had two or fewer years of professional education.

¹¹Ibid., p. 56.

III. PREPARATION IN ENGLISH

Preparation for Teaching English in Alberta

In 1960, students in the Secondary Route of the Bachelor of Education program in Alberta were required to choose both a major and a minor field of study. The regulations of the Faculty of Education stated that:

Minimum requirements for the B. Ed. degree include either five courses on the major and two on the minor or four courses on the major and three on the minor.¹²

Under this regulation, an Education student choosing to major in English would be required to take a minimum of four English courses, one of which would be Freshman English. Each of the English courses taken at the Alberta universities would, normally, have a credit value of three year-hours, equivalent to six semester-hours.

Preparation for Teaching English: The Study Population

Level of preparation. With respect to a minimum English major of four courses, including Freshman English, the language teachers in the grades surveyed by this study showed deficiencies. Table X summarizes the number of university content courses in English, including Freshman English, completed by these teachers. For no grade did the median or the mean of the number of English courses completed exceed four.

¹²Calendar of the Faculty of Education, op. cit., p. 37.

Specifically, for grades XII, XI, and IX, the medians of the university courses completed were 3.5, 3.3, and 1.6, respectively; the means were 3.1, 3.1, and 1.6. In only one category of the fourteen (XIIA) did the mean or median of university English courses taken equal or exceed the minimum number of courses in English (four) required by the Faculty of Education for a major. In one category of grade XII, in two of grade XI, and in all categories of grade IX, both mean and median fell below three university courses in English; they were below the maximum requirements for a minor in English.

TABLE X
DISTRIBUTION OF LANGUAGE TEACHERS WITH VARIOUS AMOUNTS
OF UNIVERSITY ENGLISH COURSES*

Grade		English Courses		
		Mean	Median	Range
XII	A	4.6	4.8	2-10
	B	2.8	3.3	1-5
	C	2.9	3.2	0-7
	D	2.2	2.6	1-5
	All	3.1	3.5	0-10
XI	A	4.0	3.8	1-12
	B	3.4	3.5	1-7
	C	2.5	2.3	1-6
	D	2.4	2.8	0-5
	All	3.1	3.3	0-12
IX	A	2.1	2.4	1-6
	B	1.9	1.8	1-6
	C	1.7	2.1	0-5
	D	0.9	0.9	0-4
	E	0.5	0.8	0-3
	F	0.4	0.8	0-2
	All	1.6	1.6	0-6

*See Appendix B, Table AIV.

Table XI shows the percentage distribution of the university English courses taken. In the grade XII categories the percentage of language teachers not holding a minimum major in English ranged from 31.6 per cent to 95.0 per cent; in the grade XI categories, from 56.0 per cent to 100 per cent; in the grade IX categories, from 84.4 per cent to 100 per cent. In each of the "A" categories, which represent approximately 60 per cent of all Alberta students enrolled in language in grades XII, XI, and IX (see Table II), 31.6 per cent of the teachers in grade XII, 56.0 per cent of the teachers in grade XI, and 84.4 per cent of the teachers in grade IX did not possess an English major. In the same categories, and in the same grades, respectively, 10.5 per cent, 22.0 per cent and 68.8 per cent of the language teachers did not possess a three-course minor in English.

Table XII presents a consolidated distribution of the number of university English courses taken. It indicates that 66.2 per cent of the language teachers in grade XII, 63.1 per cent in grade XI, and 93.2 per cent in grade IX had completed three or fewer university English courses, including Freshman English.

Comparison of level of preparation: 1958 and 1960. Table XIII, adapted from the MacArthur and Lindstedt study,¹³ summarizes data concerning the university preparation in English of English teachers in grades IX, XI, and XII in 1958. A comparison of Tables XII and XIII

¹³MacArthur and Lindstedt, op. cit., p. 52.

reveals that between 1958 and 1960 there was a decrease in all three grades, in the percentage of teachers who had taken no university English courses. Among the grades this decrease ranged from 6 to 11 per cent. In the rest of the course categories there was no consistent

TABLE XII
DISTRIBUTION OF LANGUAGE TEACHERS WITH VARIOUS AMOUNTS
OF UNIVERSITY ENGLISH COURSES, EXPRESSED IN
PERCENTAGES FOR EACH GRADE*

Grade	Number of Courses				
	0	1	2	3	4 or more
XII	1.2	17.5	17.5	30.0	33.8
			47.5		
XI	2.3	29.8	13.2	17.9	36.9
			31.0		
IX	28.8	34.9	18.9	10.6	6.8
			29.5		

*See Appendix B, Table AV.

TABLE XIII
THE PROPORTION OF ENGLISH TEACHERS IN GRADE XII, XI AND IX, WITH
VARIOUS AMOUNTS OF UNIVERSITY ACADEMIC BACKGROUND IN ENGLISH, 1958*

Grade	Number of Courses				
	0	1	2 or 3	4 or more	
XII	8.2	19.3	37.3		35.2
XI	13.3	23.6	32.6		30.5
IX	35.2	28.7	23.4		12.6

*Adapted from Table 45 in R. S. MacArthur and S. A. Lindstedt, The Alberta Teaching Force in 1957-58 (Manuscript Copy, 1958), p. 52.

pattern of change. For example, during the two-year period, the proportion of grade XII teachers with two or three university English courses increased by 10 per cent; the proportion of grade IX teachers with four or more university English courses decreased by six per cent.

Preparation to Teach English and Years of Professional Education

The data of this study show that fewer than one-third of the teachers of language in grades XII, XI, and IX possessed a four-course major in English. In order to investigate this deficiency in English courses further, a number of comparisons were made. First, data on the general preparation of the teachers were compared with data on their special preparation in English.

Levels of general preparation and of special preparation in English: a comparison. Table XIV compares the means and the medians of

TABLE XIV
COMPARISON OF THE MEANS AND MEDIANS OF YEARS OF PROFESSIONAL
EDUCATION OF LANGUAGE TEACHERS WITH THE MEANS AND MEDIANS
OF THE NUMBER OF ENGLISH COURSES COMPLETED

Category	Mean		Median	
	Yrs. Education	English Courses	Yrs. Education	English Courses
XII A	5.6	4.6	5.9	4.8
B	4.5	2.8	4.9	3.3
C	4.3	2.9	4.7	3.2
D	3.9	2.2	4.6	2.6
All	4.5	3.1	4.9	3.5
XI A	4.8	4.0	5.2	3.8
B	4.3	3.4	4.6	3.5
C	3.8	2.5	4.4	2.3
D	3.6	2.4	4.5	2.8
All	4.2	3.1	4.7	3.3
A	3.6	2.1	4.5	2.4
B	3.1	1.9	3.4	1.8
C	2.8	1.7	3.0	2.1
D	2.0	0.9	2.0	0.9
E	1.7	0.5	1.8	0.8
F	1.1	0.4	1.5	0.8
All	2.5	1.5	2.5	1.6

years of professional preparation of the teachers in this study (Table VII), for each category, to the means and medians of the number of English courses they have completed (Table X). While the means of years of training exceeded four years in five of the fourteen categories, the means of the number of English courses exceeded four (the minimum English major) in only one category (XIIA). Similarly, the medians of years of training exceeded four in nine of the fourteen categories; for number of English courses, only one median exceeded four.

Table XV compares the percentage of the language teachers who had four or more years of professional preparation with the percentage of the language teachers who had taken four or more university English courses. In each grade, the percentage of language teachers having a degree was more than double the percentage of teachers having an English major.

TABLE XV
COMPARISON OF TEACHERS HAVING FOUR OR MORE YEARS OF PROFESSIONAL
PREPARATION WITH TEACHERS HAVING FOUR OR MORE UNIVERSITY
ENGLISH COURSES, EXPRESSED IN PERCENTAGES

Grade	Percentage of Teachers with 4+ Years of Education	Percentage of Teachers with 4+ English Courses
XII	86.3	33.8
XI	78.6	36.9
IX	33.3	6.8

Table XVI shows the same comparison as Table XV, but analyzed for each category in the study. Although, in nine of the fourteen categories, 65 per cent or more of the teachers had at least four years of preparation,

in only one of these categories did 65 per cent of the teachers have four or more English courses.

TABLE XVI
COMPARISON OF TEACHERS HAVING FOUR OR MORE YEARS OF PROFESSIONAL PREPARATION WITH TEACHERS HAVING FOUR OR MORE UNIVERSITY ENGLISH COURSES, EXPRESSED IN PERCENTAGES

Category		4+ Years	4+ Courses
XII	A	100.0	68.4
	B	90.0	30.0
	C	76.2	33.3
	D	80.0	5.0
XI	A	88.0	44.0
	B	85.0	40.0
	C	70.0	30.0
	D	68.4	31.6
IX	A	68.8	15.6
	B	39.1	8.7
	C	30.0	5.0
	D	25.0	5.0
	E	10.5	0.0
	F	0.0	0.0

In the light of the data presented in Tables XIV, XV, and XVI, it appears that the teachers of language in grades IX, XI, and XII had a higher level of general professional preparation, as measured by the years of professional and academic education completed, than of special preparation in English, as measured by the number of English courses completed.

Language teachers having four years of professional preparation, but lacking a major in English. The Bachelor of Education program in

Secondary English in Alberta required the completion of a minimum of four English courses during the four years of the program, and the completion of a minimum of one English course during each year of the program. In the light of this requirement it can be assumed that, at the end of any year of the program, the number of English courses which an English major had taken would normally correspond to (if not exceed) the number of years of professional education which he had completed. An English major who had completed four years of professional education would normally have taken a minimum of four English courses.

The data for all the teachers in this study, however, showed a discrepancy between the number of years of professional education completed and the number of English courses taken (Tables XIV, XV, and XVI). In order to determine whether a similar discrepancy existed between the general and the special preparation of those teachers of language who had completed four or more years of professional education, some other comparisons were made.

Table XVII summarizes the data¹⁴ regarding those teachers who had four or more years of professional education and fewer than four English courses. Into this group fell 52.5 per cent of all the language teachers in grade XII, 41.7 per cent of all the language teachers in grade XI, and 25.8 per cent of all the language teachers in grade IX.

¹⁴Table AVI in Appendix B shows the distribution of the data which are summarized.

TABLE XVII
TEACHERS WHO HAVE FOUR OR MORE YEARS OF PROFESSIONAL EDUCATION
AND FEWER THAN FOUR UNIVERSITY ENGLISH COURSES*

Classification of Teachers	Grade			Total
	XII	XI	IX	
(1) Percentage of all teachers who have 4 or more years preparation	86.2	78.6	33.3	60.5
(2) Percentage of all teachers who have 4 or more years of preparation, but who have 3 or fewer English courses	52.5	41.7	25.8	37.1
(3) Percentage of teachers with 4 or more years of preparation who have 3 or fewer English courses	60.9	53.0	64.5	62.0
(4) Percentage of teachers with 4 or more years of preparation who have 2 or fewer English courses	29.0	34.9	45.3	37.4

*See Appendix B, Table AVII.

Of those teachers in each grade who had four or more years of professional education, 60.9 per cent in grade XII, 53.0 per cent in grade XI, and 64.5 per cent in grade IX did not have a four-course major in English. Of the same group, in the same grades respectively, 29.0 per cent, 34.9 per cent, and 45.3 per cent of the teachers did not have a three-course minor in English. It is evident that of the language teachers in grades IX, XI, and XII who had completed four or more years of professional education, more than one-half did not have a four-course major in English.

Preparation to Teach English and Years of Teaching Experience

To investigate further the deficiency in the number of English courses taken, data on the language teachers' special preparation in

English were compared with data on their teaching experience.

Preparation to teach English and total teaching experience.

Table XVIII summarizes the data¹⁵ with respect to those teachers of language who had ten or more years of total teaching experience but had

TABLE XVIII
TEACHERS WITH A TOTAL OF TEN OR MORE YEARS' EXPERIENCE IN LANGUAGE
AND THREE OR FEWER UNIVERSITY ENGLISH COURSES

Classification of Teachers	Grade			Total
	XII	XI	IX	
(1) Percentage of all teachers who have 10 or more years teaching experience	86.3	50.0	64.4	66.2
(2) Percentage of all teachers who have 10 or more years of teaching experience but who have 3 or fewer English courses	48.8	42.9	59.1	55.1
(3) Percentage of teachers with 10 or more years of teaching experience who have 3 or fewer English courses	56.5	85.6	91.8	83.1
(4) Percentage of teachers with 10 or more years of teaching experience who have 2 or fewer English courses	31.9	55.6	82.4	59.2

taken fewer than four English courses. The base of ten years was selected on the assumption that within this period a teacher would have determined the subject area in which he would prefer to teach and, if his special preparation had not been in this area or had not been

¹⁵Table AVIII, Appendix B, shows the distribution of these data.

adequate, would have taken steps to extend his background in the area. The table shows that 48.8 per cent of all the language teachers in grade XII, 42.9 per cent of all the language teachers in grade XI, and 59.1 per cent of all the language teachers in grade IX had ten or more years of total experience, but had three or fewer university courses in English. Of those teachers in each grade who had ten or more years of teaching experience, 56.5 per cent in grade XII, 85.6 per cent in grade XI, and 91.8 per cent in grade IX had three or fewer English courses.

Preparation to teach English and experience teaching language in the present grade. Table XIX summarizes the data¹⁶ with respect to

TABLE XIX
TEACHERS WITH FIVE OR MORE YEARS' EXPERIENCE IN ENGLISH IN THE PRESENT GRADE AND THREE OR FEWER LANGUAGE COURSES*

Classification of Teachers	Grade			Total
	XII	XI	IX	
(1) Percentage of all teachers who have 5 or more years experience teaching language in the present grade	52.5	42.9	59.9	53.0
(2) Percentage of all teachers who have 5 or more years experience teaching language in the present grade but who have 3 or fewer English courses	33.8	26.2	53.8	40.5
(3) Percentage of teachers with 5 or more years experience teaching language in the present grade who have 3 or fewer English courses	64.4	61.1	89.9	76.4
(4) Percentage of teachers with 5 or more years experience teaching language in the present grade who have 2 or fewer English courses	33.3	44.4	82.3	60.5

*See Appendix B, Table AXI.

¹⁶Tables AX, A, B, C, in Appendix B, show the distribution of these data.

those teachers of language who had five or more years of experience teaching language in the grade for which they were surveyed for the study but who had completed fewer than four English courses. The table shows that 33.8 per cent of all language teachers in grade XII, 26.2 per cent of all language teachers in grade XI, and 53.8 per cent of all language teachers in grade IX lacked a four-course major in English, although they had taught language for five or more years in the present grade. Of those teachers who had five or more years of teaching experience in language, 64.4 per cent in grade XII, 61.1 per cent in grade XI, and 89.9 per cent in grade IX had completed three or fewer English courses.

IV. COURSES

The English courses which the teachers in the study reported they had completed were classified in order to determine the nature of the teachers' preparation in English and of their special preparation for teaching language.

In Alberta, courses in the history of the English language have been offered since 1950 and in modern English grammar since 1954. In 1959 a senior course in modern English grammar and the history of the language was made a requirement for the English major in Education.

Of the university English courses which the teachers surveyed by this study reported that they had taken, 94.3 per cent were in literature. Those courses which were related primarily to the teaching of language

are identified in Table XX. Fewer than 10 per cent of the language teachers in any grade had taken a course in the history of the language; fewer than 7 per cent had taken a course in linguistics; fewer than 4 per cent had taken a course in composition.

TABLE XX
UNIVERSITY COURSES IN LANGUAGE WHICH TEACHERS HAVE TAKEN*

	Grades			Total
	XII	XI	IX	
(1) Percentage of all teachers reporting a course in the history of English.	10.0	8.3	3.0	6.4
(2) Percentage of all teachers reporting a course in linguistics	6.3	6.0	6.1	6.1
(3) Percentage of all teachers reporting a course in composition	3.8	2.4	1.5	2.4

*See Appendix B, Table AXII.

V. SUBJECT AREA PREFERENCE

Subject Area Preferences Reported by the Study Population

The language teachers in this study were asked to indicate the subjects and grades which they would teach if they had the choice. Table XXI summarizes their responses to this question. The table shows that approximately 58 per cent of all the teachers in grade XII, 53 per cent in grade XI, and 56 per cent in grade IX indicated a preference to teach in subjects other than English. Of the 293 teachers responding to this question, 163, or 55.6 per cent indicated they would prefer to teach in another subject area. In category A, which represents the teachers

of 60 per cent or more of the pupils enrolled in language in Alberta in the grades surveyed (see Table II), 36.8 per cent of the teachers in grade XII, 44.0 per cent of the teachers in grade XI, and 43.8 per cent of the teachers in grade IX stated a preference for subjects other than English.

TABLE XXI
SUBJECT AND SCHOOL LEVEL PREFERENCES OF TEACHERS OF LANGUAGE
EXPRESSED AS PERCENTAGES*

Subject	Grade			Total
	XII	XI	IX	
English	42.3	46.5	44.3	44.4
Social Studies	42.3	27.4	19.9	28.0
Science	2.6	7.1	16.8	10.2
Mathematics	1.3	8.3	14.5	9.2
Modern Languages	7.7	7.1	3.0	5.5
Fine Arts	3.8	3.6	1.5	2.7

*See Appendix B, Table AXIII.

Subject Area Preference and Preparation in English

In an attempt to establish whether there were any relationships between subject area preferences and university English courses completed, the data regarding these two factors were tabulated.¹⁷ A summary, in Table XXII, shows that of the teachers having three or fewer university English courses, only 29.8 per cent in grade XII, 26.4 per cent in grade XI, and 41.8 per cent in grade IX indicated a preference

¹⁷Table AXIV, Appendix B, shows the distribution of these data.

to teach English. On the other hand, of the teachers with four or more English courses, nearly double the percentage--66.7 per cent in grade XII, 80.7 per cent in grade XI and 77.8 per cent in grade IX--indicated a preference for English. In the light of these data, it appears that there was a direct relationship between the number of university English courses completed and a preference for teaching language.

TABLE XXII
COMPARISON OF PREFERENCE TO TEACH ENGLISH BETWEEN TEACHERS
WITH THREE OR FEWER UNIVERSITY ENGLISH COURSES AND TEACHERS
WITH FOUR OR MORE UNIVERSITY ENGLISH COURSES

	Grade			
	XII	XI	IX	Total
(1) Total responses in sample	78	84	131	293
(2) Teachers with 3-English courses				
Number of teachers	51	53	122	226
Number preferring English	15	14	51	80
Percentage preferring English	29.8	26.4	41.8	35.4
(3) Teachers with 4+ English courses				
Number of teachers	27	31	9	67
Number preferring English	18	25	7	50
Percentage preferring English	66.7	80.7	77.8	74.6

Subject Area Preference and Years of Professional Preparation

The data showing the relationship between number of years of education and subject area preference¹⁸ are summarized in Table XXIII. The table shows that years of professional education do not show the

¹⁸Table AXV, Appendix B, shows the distribution of these data.

consistent relationship with preference for teaching language as do the number of university English courses taken.

TABLE XXIII
COMPARISON OF PREFERENCE TO TEACH ENGLISH BETWEEN TEACHERS WITH
FOUR OR MORE YEARS OF PROFESSIONAL PREPARATION AND TEACHERS
WITH THREE OR FEWER YEARS OF PROFESSIONAL PREPARATION

	Grade			
	XII	XI	IX	Total
(1) Total responses in sample	78	84	131	293
(2) Teachers with 3-years preparation				
Number of teachers	11	18	88	117
Number preferring English	1	6	41	48
Percentage preferring English	9.1	33.3	46.6	41.0
(3) Teachers with 4+ years preparation				
Number of teachers	67	66	43	176
Number preferring English	32	33	17	82
Percentage preferring English	47.8	50.0	39.6	46.6

VII. SUMMARY

The median of the total teaching experience of all the language teachers in the study was 13.9 years. Their median experience teaching language in the grade for which they were surveyed was 4.5 years. At least 23 per cent of the language teachers had taught for a median of 6.4 years, either in the elementary grades, or in high school in a pattern of subjects which did not include language.

In their professional and academic preparation the language teachers in grades XII, XI, and IX exceeded the minimum certification requirements established by the Department of Education for each of these

grades. Eighty-six per cent of the language teachers in grade XII, 79 per cent in grade XI, and 34 per cent in grade IX had four or more years of professional preparation. In Category A of each grade, the teachers were responsible for the instruction of approximately 60 per cent of the pupils enrolled in language in these grades in the province (see Table II). In this category, 100 per cent of the teachers in grade XII, 88 per cent of the teachers in grade XI, and 69 per cent of the teachers in grade IX had four or more years of professional preparation. Compared with the total Alberta teaching force, where 25 per cent of all teachers had four or more years of professional preparation, the teachers of language in this study held higher professional qualifications.

The medians of the number of years of professional preparation reported by the language teachers were 4.9 for grade XII, 4.7 for grade XI, and 2.5 for grade IX. The medians of the number of English courses completed by the teachers in each of these three grades were 3.5, 3.3, and 1.6. Sixty-six per cent of the language teachers in grade XII, 63 per cent in grade XI, and 93 per cent in grade IX did not possess four-course English majors; 36 per cent, 45 per cent and 83 per cent of the language teachers in these respective grades had completed two or fewer university English courses, including Freshman English. In category A, 32 per cent of the teachers in grade XII, 56 per cent of the teachers in grade XI, and 84 per cent of the teachers in grade IX did not possess a major in English. Of the teachers who had completed

four or more years of professional preparation, 61 per cent in grade XII, 53 per cent in grade XI, and 65 per cent in grade IX had not completed a four-course major in English. Of the teachers with ten or more years of teaching experience, 56.5 per cent in grade XII, 85.6 per cent in grade XI, and 91.8 per cent in grade IX had not completed a major in English.

Of the English courses that the teachers had completed, 93.4 per cent were in literature.

Fewer than 10 per cent of the language teachers in any grade had taken a course in the history of the English language. Fewer than 7 per cent had taken a course in linguistics. Fewer than 4 per cent had taken a course in composition.

Fifty-six per cent of the teachers in the three grades indicated a preference for teaching in subjects other than English. In category A, 37 per cent of the language teachers in grade XII, 44 per cent of the language teachers in grade XI, and 44 per cent of the language teachers in grade IX reported that they would prefer to teach in subjects other than English.

CHAPTER V

THE TEACHING LOAD

This chapter presents data relating to three items. First, it examines the teaching load in language in grades IX, XI, and XII in Alberta. Second, on the basis of a projection, it explores the effect of the teaching load upon the weekly hour load of the language teachers in the three grades. Third, since the teachers' hour load may be affected by the amount of writing which students are asked to do, the frequency of composition assignments made by the Alberta language teachers is also treated in this chapter.

The intent of the projection referred to above, and described in Section II of this chapter, is not to enter into any detailed examination and discussion of the teachers' work week in terms of hour load. Neither is the intent to imply, because of the assumptions made,¹ that frequency of writing assignments and evaluation of students' themes are the only important procedures in the teaching of composition, or that they will of themselves effect significant improvement in composition. The purpose of the projection is solely to illustrate the effect, upon weekly hour load, of pupil load in language, if certain widely

¹The bases for the principal assumptions made for the projection have been discussed in Chapter II, Section VII.

endorsed procedures were to be followed as they have been proposed.

I. TEACHING LOAD IN LANGUAGE

Total Pupil Load, Class Size, and Class Load in Language

The data on pupil load, class size, and class load in language in grades XII, XI, and IX are summarized in Tables XXIV, XXV, and XXVI. Table XXIV shows the highest median total pupil load in

TABLE XXIV
MEDIAN TOTAL PUPIL LOAD IN LANGUAGE*

Grade	Categories					
	A	B	C	D	E	F
XII	91.7	50.0	26.3	25.0		
XI	91.7	50.0	28.3	26.9		
IX	56.7	35.0	18.3	23.3	24.4	5.3

*Table AXVI, in Appendix B, shows the distribution of the data.

language to be 91.7 (categories XIIA and XIA). Table XXV shows the

TABLE XXV
MEDIAN CLASS SIZE IN LANGUAGE*

Grade						
	A	B	C	D	E	F**
XII	26.6	21.4	14.2	13.1		
XI	26.1	25.0	15.0	16.9		
IX	27.1	27.1	16.0	13.6	7.9	

*Table AXVII, Appendix B, shows the distribution of the data.

**Teachers in this category teach grades I-IX in one room.

highest median class size to be 27.1 (categories IXA and IXB). Table XXVI shows the highest median class load in language to be 3.9

TABLE XXVI
MEDIAN CLASS LOAD IN LANGUAGE*

Grade	A	B	C	D	E	F**
XII	3.9	2.7	2.4	2.2		
XI	3.9	2.6	2.6	2.5		
IX	2.6	1.8	1.8	2.4	2.6	

*Table AXVIII, Appendix B, shows the distribution of the data.

**Teachers in this category teach grades I-IX in one room.

(categories XIIA and XIA). Table XXVII shows the highest mean total pupil load in language to be 94 (category XIIA), the highest mean class size to be 28.5 (category IXB), and the highest mean class load to be 3.5 (categories XIIA and XIA).

In general, in grades XII, XI, and IX, a teacher's total pupil load, class size, and class load in language were directly related to the size of the school in which he taught. Teachers in category A, who taught in the largest schools in the province, reported the highest total pupil loads in language in each of the three grades. Teachers in category B ranked second in total pupil load in language in each grade.

TABLE XXVII
MEAN TOTAL PUPIL LOAD, CLASS SIZE, AND CLASS LOAD IN LANGUAGE^a

Grade	(1) All Pupils in Language		(2) Pupils in Grade Sampled; i.e., in XII, XI, or IX	
	Pupil Load	Class Size	Class Load	Class Size
XII A	94.0	27.0	3.5	59.8
B	50.0	23.8	2.1	23.5
C	31.6	15.8	2.0	11.5
D	23.7	13.1	1.8	8.4
XI A	84.0	25.3	3.5	57.7
B	55.9	27.9	2.1	26.5
C	35.3	17.2	2.1	15.3
D	30.0	15.4	2.0	19.4
IX A	60.2	27.9	2.2	56.1
B	43.4	28.5	1.3	28.5
C	27.5	16.7	1.7	15.7
D	30.1	14.3	2.1	15.1
E	23.2	8.3	2.8	7.3
F ^b				2.2

^aClasses and class loads in other subject areas, but constituting part of the language teachers' total teaching load, are not taken into account here.

^bGrades I-IX in one room.

Teaching Load in Language in Categories A and B

Proportion of total enrolment in language in categories A and

B. Compared to the teachers in the other categories in each grade, the teachers in categories A and B not only had higher total pupil loads in language, they also taught a greater proportion of all the students enrolled in the English language courses in grades XII, XI, and IX in Alberta. Tables I² and II³ provide data to support this conclusion.

Table I shows the numerical distribution, in terms of categories and grades, of all the teachers of language in grades XII, XI, and IX in Alberta. From these data the percentage distribution of the language teachers in categories A and B can be calculated.

Table II is an extrapolation, from the study sample, of the total number of pupils enrolled in language in each of grades XII, XI, and IX. In the light of the close correspondence between the total enrolments derived by extrapolation and the actual total enrolments in each grade, it is assumed that the extrapolated data with respect to the enrolment in language for each category of the sample are representative of actual enrolments. The percentage distribution of the extrapolated student enrolment in language for categories A and B of each grade is shown in Table II.

²See Chapter III.

³See Chapter III.

The table below compares the percentage distribution of the language teachers with the percentage distribution of the pupil enrolment in language for categories A and B of grades XII, XI, and IX:

	<u>XIIA</u>	<u>XIIB</u>	<u>XIA</u>	<u>XIB</u>	<u>IXA</u>	<u>IXB</u>
Percentage distribution of teachers of language	33.9	25.2	37.9	15.6	28.8	21.1
Percentage distribution of pupils enrolled in language	66.9	19.5	63.8	12.0	59.0	21.0

The data for category A of the three grades reveal that approximately one-third of all the teachers of language were responsible for the instruction of approximately two-thirds of all the pupils enrolled in language in grades XII, XI, and IX in Alberta.

Total pupil load, class load, and class size in language in categories A and B. In each of the A and the B categories in the three grades, one-half of the teachers had total pupil loads in language that were substantially higher than the median total pupil load in language for the category.

Table XXVIII summarizes the means of total pupil load, class load, and class size in language of those teachers, in categories A and B in the three grades surveyed, whose total pupil load exceeded the median for each category.

Into Category XIIA fell teachers of 67 per cent of all the students enrolled in grade XII language. One-half of the teachers in this category had pupil loads in language ranging from 91 - 161, in class loads ranging from 3 to 6. Each taught a mean of 124.5 pupils

in a mean of 4.5 classes of language.

TABLE XXVIII
MEANS OF TOTAL PUPIL LOAD, CLASS SIZE, AND CLASS LOAD IN LANGUAGE
OF TEACHERS IN CATEGORIES A AND B IN GRADES XII, XI, AND IX
WHOSE INDIVIDUAL PUPIL LOADS EXCEEDED THE MEDIAN
PUPIL LOAD FOR THE CATEGORY*

	Grade and Category					
	XIIA	XIIB	XIA	XIB	IXA	IXB
Total Pupil Load in Language	124.5	74.3	119.2	74.4	72.9	60.1
Class Size	27.8	24.8	28.9	29.6	29.9	28.7
Class Load	4.5	3.0	4.4	2.6	2.4	2.1

*Table AXIX, Appendix B, shows the distribution of the data.

Into Category XIA fell the teachers of 64 per cent of all students enrolled in language in grade XI. One-half of the teachers in this category had pupil loads in language ranging from 96 - 153, in class loads ranging from 3 to 6. Each taught a mean of 119.2 pupils in language in a mean load of 4.4 classes.

Into Category IXA fell the teachers of 59 per cent of all students enrolled in language in grade IX. One-half of the teachers in this category had pupil loads in language ranging from 60 - 120, in class loads ranging from 2 to 4. Each taught a mean of 72.9 pupils in a mean of 2.4 classes.

Similar interpretations can be made from Table XXVIII for the three B categories..

A comparison of data in Table XXVIII with data for categories A and B in Table XXVII (page 73) shows that one-half the language teachers

in categories A and B in grades XII, XI, and IX had mean total pupil loads in language which were approximately one-third higher than the mean total pupil loads in language for all the teachers in these categories:

	XIIA	XIIB	XIA	XIB	IXA	IXB
Mean pupil load in language for all teachers in the category	94.0	50.0	84.0	55.9	60.2	43.4
Mean of those pupil loads that exceeded the median pupil load in language for the category	124.5	74.3	119.2	74.4	72.9	60.1

Total Teaching Load in Categories A and B

The teaching loads discussed to this point have been teaching loads in language only. An examination of the regulations with respect to the daily class load in Alberta high schools shows the nature of the total class loads carried by the language teachers.

Daily class load in Alberta high schools. The Senior High School Handbook, 1960 of the Department of Education stated that "A program consisting of courses having a total value of thirty-five credits is still considered to be a full year's program for the majority of senior high school students."⁴ A credit was described as corresponding to "a minimum of thirty-five minutes of instruction time per week."⁵ Since the language courses for grades XI and XII, Language

⁴Department of Education, Senior High School Handbook (Edmonton: Province of Alberta, 1960), p. 10.

⁵Ibid., p. 10.

20 and English 30, respectively, were five-credit courses, each was normally scheduled for five thirty-five minute periods per week. Since instruction time per school day was not to exceed "300 minutes exclusive of time taken for recesses or changing classes,"⁶ the maximum number of periods in a day was eight. In some cases a seven-period daily schedule may have been followed. Thus, normally, to each language class in grades XII and XI, a teacher devoted one period of a seven- or an eight-period day.

In the junior high school the program was based on a week of 40 periods of a duration of $37\frac{1}{2}$ minutes each.⁷ Thus, normally, for a class of grade IX language, a teacher devoted one period of an eight-period day.

The data for the language teachers in categories A and B in grades XII, XI, and IX show that neither the median nor the mean class loads in language exceeded four (Tables XXVI and XXVII). In the light of the total class loads normally carried by high school teachers in Alberta, therefore, it is evident that the class loads in language of the teachers in categories A and B (with the exception, possibly, of those teachers who had six classes of language) constituted only part of their total class loads.

⁶Ibid., p. 11.

⁷Department of Education, Junior High School Handbook (Edmonton: Province of Alberta, 1960).

Total pupil loads in categories A and B. The fact that the language teachers in categories A and B in the three grades were responsible for classes in addition to their classes in language indicates, as well, that their pupil load in language constituted only a part of their total pupil load.

Table XXIX is a projection of the total pupil loads of those language teachers who had class loads ranging from two to six in categories A and B in grades XII, XI, and IX. The projection encompasses all the teachers in category A and approximately one-half the teachers in category B in the study. Approximately 70 per cent of the students enrolled in language in grades XII, XI, and IX in the province received their instruction from these teachers.

It is assumed for purposes of this table that the high school language teachers operated on a seven-period day and the junior high school language teachers on an eight-period day,⁸ that each teacher had one spare a day,⁹ and that the size of each class, other than in

⁸The views of three senior high school inspectors, who were consulted regarding this point, were that an eight-period day was more characteristic of senior high schools in the province.

⁹The same sources stated that, in 1960, the granting of one spare a day for each teacher was not a common practice, even in the senior high schools.

TABLE XXIX

MEAN TOTAL PUPIL LOADS IN LANGUAGE AND ESTIMATED TOTAL PUPIL LOADS
OF TEACHERS WITH CLASS LOADS OF 2-6 IN CATEGORIES A AND B
IN GRADES XII, XI, AND IX IN THE STUDY

Grade	2 Classes of Language	3 Classes	4 Classes	5 Classes	6 Classes	Total f	% f is of total returns in category
	Mean Pupil Load	Mean Pupil Load	Mean Pupil Load	Mean Pupil Load	Mean Pupil Load	Mean Pupil Load	
XII A	6	4	4	4	1	19	100.0
B	3	8	1			12	60.0
XI A	7	6	7	3	2	25	100.0
B	9	4	2			15	75.0
IX A	24	6	2			32	100.0
B	6	3				9	39.1

ASSUMING A SEVEN-PERIOD SCHOOL DAY WITH ONE SPARE IN GRADES XII AND XI, AND AN EIGHT-PERIOD
DAY WITH ONE SPARE IN IX, THESE TEACHERS WERE ALSO RESPONSIBLE FOR THE
FOLLOWING NUMBER OF CLASSES IN SUBJECTS OTHER THAN LANGUAGE:

XII and XI	4	3	2	1	0
IX	5	4	3		

ASSUMING THE SIZE OF EACH ADDITIONAL CLASS TO BE 25,
THE ADDITIONAL PUPIL LOAD WOULD BE

XII and XI	100	75	50	25	0
IX	125	100	75		

THE APPROXIMATE TOTAL PUPIL LOAD WOULD BE

XII and XI	150	155	155	160	145
IX	175	185	195		

language, was 25.¹⁰ It is evident from the table that the language teachers with two or more classes in language in categories A and B were responsible, in the senior high school, for a total load of approximately 150 pupils; in the junior high school, for approximately 180 pupils.

II. TEACHING LOAD AND HOUR LOAD

A Projection of Weekly Hour Load in Language

The bases of the projection. To explore some implications of pupil load in language for the work week of the Alberta teachers, an attempt was made to project their weekly hour load assuming that they were to follow certain practices proposed for the effective teaching of composition. Specifically, the projection was based on the assumptions that each student would be assigned one 250-word theme per week,¹¹ that each theme would be evaluated by the teacher, then revised and resubmitted by the student for correction,¹² and that the time required for a teacher's evaluating each theme and checking the

¹⁰Median class sizes for all junior and senior high school teachers in Alberta were in fact higher. See: D.B. Black, Trends in Class Size in Alberta Schools, 1960-62. (Edmonton: Alberta Teachers' Association, 1963), Table D, p. 14.

¹¹Chapter II, Section VII, refers to professional opinion and cites research regarding this practice.

¹²Chapter II, Section VII, refers to professional opinion and cites research regarding this practice.

revisions would be 11.4 minutes.¹³ As an additional basis for computing the projected weekly hour load it was assumed that the time for all teaching and other professional activities, excepting theme evaluation, was the weekly hour load as reported for teachers of English in the Professional Load Study of the Alberta Teachers' Association.¹⁴

The Professional Load Study of the Alberta Teachers' Association. The Professional Load Study of the Alberta Teachers' Association reports a median weekly hour load¹⁵ for English and social studies teachers in junior and senior high school as follows:

Instruction	24.0
Preparation	10.8
Testing	5.9
Administrative - Professional	1.2
Administrative - Clerical	1.2
Professional	1.6
Extracurricular	1.0
Supervision	<u>2.2</u>
Total	47.9

In the Alberta Teachers' Association study, each item constituting the weekly hour load was defined. However, the only item which

¹³This is the average time for adequate evaluation and for subsequent checking of revisions of a 250-word theme, as determined by W. J. Dusel, "Determining an Efficient Teaching Load in English," Illinois English Bulletin, XLIII (October, 1955), pp. 6-12, in a study involving 430 secondary teachers of English in California. N. J. Hook, "This World of English," English Journal, LII (February, 1963), p. 343, and Paul B. Diederich, "The Rutgers Plan for Cutting Class Size in Two," English Journal, XLIX (April, 1960), p. 229, citing a marking rate of ten minutes per 250-word theme, essentially corroborate Dusel's estimate.

¹⁴Professional Load Committee, The Professional Load of Alberta Teachers (Edmonton: Alberta Teachers' Association, 1963).

¹⁵Ibid., Table 12.1, p. 80.

would seem to cover time for theme evaluation in language was "Testing", which was defined as follows: Include all time spent in marking, recording and analyzing tests outside of regular classroom hours. Despite the apparent limitations of the definition, the item "Testing", as used in the Alberta Teachers' Association study, has been interpreted, for the purposes of this projection, to have included the time teachers spent evaluating pupils' composition themes.

The Projected Weekly Hour Load

Weekly hour load of all teachers of language. The effect upon weekly hour load, for all the language teachers in grades XII, XI, and IX, of assigning one 250-word theme per pupil per week and applying Dusel's marking rate of 11.4 minutes for evaluating and checking the revision of each theme, is seen in Table XXX. The pupil loads used to determine the time necessary for marking and revisions are the median pupil loads shown in Table XXIV. The weekly hour load for marking thus derived is substituted for the figure 5.9 hours for "Testing" found in the Alberta Teachers' Association study. The hours required per week for all other activities are taken from the Professional Load Study of the Alberta Teachers' Association. Table XXX shows that if compositions had been assigned and evaluated according to the procedures described above, the teachers in categories A and B would have had weekly hour loads which would have exceeded the median hour load reported in the Alberta Teachers' Association study, in some cases by as much as 12 hours.

TABLE XXX

WEEKLY HOUR LOAD OF ALBERTA TEACHERS OF LANGUAGE AS A COMPOSITE OF THE ALBERTA
TEACHERS' ASSOCIATION STUDY OF PROFESSIONAL LOAD AND THE
DUSEL STUDY OF MARKING RATE

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Median pupil load in Language ^a	91.7	50.0	26.2	25.0	91.7	50.0	28.3	26.8	56.7	35.0	18.3	23.3	24.4	5.3
Time to mark 1 theme per student per week at Du- sel's rate of 11.4 min.	17.7	9.5	5.0	4.8	17.7	9.5	5.4	5.1	10.8	6.7	3.4	4.4	4.6	1.0
Instruction	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0
Preparation	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8
Adminstrative- Professional	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Administralive - Clerical	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Professional	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Extra curricular	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Supervision	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Total weekly hour load	59.7	51.5	47.0	46.8	59.7	51.5	47.4	47.1	52.8	48.7	45.4	46.4	46.6	43.0
Percentage of all students enrolled in Language in this grade in Alberta who are instructed by teachers in this category	66.9	19.5	8.2	5.3	63.8	12.0	7.8	16.4	59.0	21.0	4.4	10.5	4.8	0.4

^aSee Table XXIV^bSee Table II

Weekly hour load of teachers with two or more classes in language. Another example of the effect of pupil load in language upon weekly hour load can be obtained from an extension of the data in Table XXIX. This table presented the mean pupil loads in language of teachers with loads of 2 to 6 classes in categories A and B in the study. In Section B of the table was indicated, on the basis of several assumptions, the possible additional class load of these teachers.

Again, on the basis of an assignment of a theme a week for every pupil in language and of the marking and revision rate of 11.4 minutes per theme as determined by Dusel, can be projected a weekly marking load for these teachers. The weekly instruction load can be calculated from the total class load. By adding 18 hours (the difference between weekly hour load and "Instruction" and "Testing" load in the Alberta Teachers' Association study)¹⁶ a weekly hour load can be projected.

The weekly hour load based on such a projection is shown in Tables XXXIA, B, and C. It is apparent from these tables that if the recommended practices for assignment and assessment were implemented, the weekly hour load would in nearly all cases exceed the 47.9 hours cited in the Alberta Teachers' Association study. The tables show that no teacher in category XIIIA would have had a work load below 47.7 hours a

¹⁶Professional Load Committee, op. cit., Table 12.1, p. 80.

TABLE XXXI(A)

PROJECTED WEEKLY HOUR LOAD OF TEACHERS OF LANGUAGE WITH 2-6 CLASSES IN CATEGORIES A AND B IN GRADE XII. BASED ON DATA IN TABLE XXIV AND SUPPLEMENTED BY DATA FROM THE ATA PROFESSIONAL LOAD STUDY. MARKING LOAD IS COMPUTED USING DATA FROM THE DUSEL STUDY

Grade and category Number of classes	XIIA						Total		XIIB			Total	
	2	3	4	4	5	6	f	%*	2	3	4	f	%*
(1) f	6	4	4	4	4	1	19	100.0	3	8	1	12	60.0
(2) Mean pupil load in language (Table XXIXA)	50.8	81.6	106.8	141.3	153.0				51.0	69.1	100.0		
(3) Marking hour load (11.4 minutes per theme)	9.7	15.5	20.3	26.8	27.4				9.8	13.1	19.0		
(4) Language instruction hour load (40 minutes per class)	6.7	10.0	13.3	16.7	20.0				6.7	10.0	13.3		
(5) Other instruction hour load (40 minutes per class)	13.3	10.0	6.7	3.3	0.0				13.3	10.0	6.7		
(6) Total instruction and marking load (3 + 4 + 5)	29.7	35.5	40.3	46.8	47.4				29.8	33.1	39.0		
(7) Time for other activities (ATA Study, Table 12.1)	18.0	18.0	18.0	18.0	18.0				18.0	18.0	18.0		
(8) Total weekly hour load	47.7	53.5	58.3	64.8	65.4				47.8	51.1	57.0		

* Percentage total frequency is of total returns in category.

TABLE XXXI(B)

PROJECTED WEEKLY HOUR LOAD OF TEACHERS OF LANGUAGE WITH 2-6 CLASSES IN CATEGORIES A AND B IN GRADE XI. BASED ON DATA IN TABLE XXXIV AND SUPPLEMENTED BY DATA FROM THE ATA PROFESSIONAL LOAD STUDY. MARKING LOAD IS COMPUTED USING DATA FROM THE DUSEL STUDY

Grade and category Number of classes	XIA						Total		XIB		Total	
	2	3	4	5	6		f	%*	2	3	4	f
(1) f	7	6	7	3	2		25	100.0	9	4	2	15
(2) Mean pupil load in language (Table XXXIV A)	52.3	81.2	104.0	134.0	143.0				51.2	80.8	103.0	
(3) Marking hour load (11.4 minutes per theme)	9.9	15.4	19.8	23.8	25.5				9.7	15.3	19.6	
(4) Language instruction hour load (40 minutes per class)	6.7	10.0	13.3	16.7	20.0				6.7	10.0	13.3	
(5) Other instruction hour load (40 minutes per class)	13.3	10.0	6.7	3.3	0.0				13.3	10.0	6.7	
(6) Total instruction and marking load (3 + 4 + 5)	29.9	35.4	39.8	43.8	45.5				29.7	35.3	39.6	
(7) Time for other activities (ATA Study, Table 12.1)	18.0	18.0	18.0	18.0	18.0				18.0	18.0	18.0	
(8) Total weekly hour load	47.9	53.4	57.8	61.8	63.5				47.7	53.3	57.6	

* Percentage total frequency is of total returns in category.

TABLE XXXI(c)

PROJECTED WEEKLY HOUR LOAD OF TEACHERS OF LANGUAGE WITH 2-6 CLASSES IN CATEGORIES

A AND B IN GRADE IX. BASED ON DATA IN TABLE XXXIV AND SUPPLEMENTED BY

DATA FROM THE ATA PROFESSIONAL LOAD STUDY. MARKING LOAD IS COMPUTED

USING DATA FROM THE DUSEL STUDY

Grade and category Number of classes	IXA						Total		Total f	%	%	Total f	%
	2	3	4	5	6		2	3	4				
(1) f	24	6	2					3				9	39.1
(2) Mean pupil load in language (Table XXXIV A)	55.5	81.2	120.0				51.8	92.7					
(3) Marking hour load (11.4 minutes per theme)	10.5	15.4	22.8				9.7	17.6					
(4) Language instruction hour load (40 minutes per class)	6.7	10.0	13.3				6.7	10.0					
(5) Other instruction hour load (40 minutes per class)	13.3	10.0	6.7				13.3	10.0					
(6) Total instruction and marking load (3 + 4 + 5)	30.5	35.4	42.8				39.7	37.6					
(7) Time for other activities (ATA Study, Table 12.1)	18.0	18.0	18.0				18.0	18.0					
(8) Total weekly hour load	48.5	53.4	60.8				47.7	55.6					

* Percentage total frequency is of total returns in category.

week, that some teachers would have had a work load of 65 hours per week. Teachers in category XIA would have had loads ranging from 47.9 - 63.5 hours per week. Teachers in category IXA would have had a load ranging from 48.9 - 61.2 hours per week. The teachers in these three categories were responsible for the instruction of approximately two-thirds of all the pupils enrolled in language in grades XII, XI, and IX in Alberta.

Two further observations are relevant to Tables XXIA, B, and C. First, the weekly instruction time calculated for the projection was 20 hours for grades XII and XI, 20.4 hours for grade IX. The Alberta Teachers' Association study showed a median of 24 hours for instruction. Second, the figure of 5.9 hours for "Testing" in the Alberta Teachers' Association study has been replaced by the time necessary only for marking and checking revisions of pupils' weekly themes. The "Testing" category included time spent "in marking, recording and analyzing tests." These activities have not been taken into account in the projected hour load.

III. WRITING ASSIGNMENTS

To this point, the effects of heavy pupil load on marking load and weekly hour load have been discussed in terms of the assumption that high school teachers of language in Alberta do assign to each pupil a weekly theme of 250 words. At this point will be examined the amount of writing practice which the teachers reported assigning.

Data

Basis of reporting and method of treatment. Each teacher was requested to indicate on the questionnaire the number of themes of various lengths that he had assigned during the year in the grade for which he was asked to respond. To facilitate tabulation, comparison, and discussion, the responses have been classified in terms of units of 250 words each, each unit to be considered a "paragraph." Thus the first category, "themes of one paragraph only," remains unchanged; "themes up to 500 words" is considered as two paragraphs; "themes of 500 - 1000 words" is considered as three paragraphs; and "themes over 1000 words" is considered as four paragraphs. The use of the term "paragraph", in this section of the study only, in no way invalidates the responses; as has been indicated above, the last three of the four categories in this question specified length of themes in terms of total number of words.

Corroboration of reported data. Primarily to provide data for determining the nature of the writing assignments made, but also as a check on the accuracy of the data regarding frequency of theme assignment, teachers were also asked to "list as many topics as you can recall which you assigned to your class for language themes during the current school year." For all the categories, the total of the topics listed constituted 47.4 per cent of the total number of assignments reported. Since space for the response, in the questionnaire, allowed for listing only fifteen topics and since, within this limitation, the total sample

of 296 teachers could have reported only 4,440 topics, the listing of 3,944 topics (88.8 per cent) lends support to the accuracy of the number of assignments reported.

Frequency of Assignments

Table XXXII shows the mean number of themes assigned during the year by teachers in each category. In terms of a forty-week school year, in no category was an assignment made less frequently, on the

TABLE XXXII
NUMBER OF THEMES ASSIGNED IN LANGUAGE DURING ONE YEAR*

Grade		Number of 250-word Paragraphs				Total Assignments		Total No. Paragraphs Assigned	
		One	Two	Three	Four				
		Mean	Mean	Mean	Mean	Mean	Range	Mean	Range
XII	A	9.5	11.4	0.6	0.3	21.7	5-52	36.7	9-81
	B	15.2	10.8	1.0	0.3	27.2	10-53	40.0	15-97
	C	16.1	11.1	2.3	0.9	30.4	11-50	48.6	19-89
	D	11.6	10.7	1.9	0.3	26.9	11-40	44.7	15-107
XI	A	14.8	9.6	1.0	0.4	25.8	12-60	38.7	20-81
	B	16.9	9.4	2.1	0.4	28.7	13-57	43.3	16-92
	C	18.4	7.6	2.0	0.7	28.6	9-57	42.0	16-89
	D	22.4	10.7	2.1	0.6	35.8	9-62	52.7	14-89
IX	A	16.7	9.3	0.7	0.1	24.4	10-60	38.6	14-85
	B	16.5	8.9	0.4	0.1	24.2	7-48	36.4	9-66
	C	19.6	12.1	1.8	0.3	33.3	10-53	49.8	10-90
	D	16.3	7.0	1.3	0.2	25.7	10-50	34.8	16-59
	E	17.1	10.7	1.8	0.1	29.7	10-56	43.2	14-93
	F	16.9	11.8	4.0	0.9	33.7	12-68	59.6	16-160

*A more detailed treatment of this data appears in Table AXX, Appendix B.

average, than once every two weeks. When the assignments are expressed as 250-word paragraph-units, it appears that the language teachers in each category assigned, on the average, the equivalent of a paragraph of writing per week. The data in Tables XXXIII and XXXIV, which show the median number of themes and the median number of paragraphs assigned in each category during the school year, support the above conclusions.

TABLE XXXIII
MEDIAN NUMBER OF THEMES ASSIGNED DURING THE YEAR*

Grade	Categories					
	A	B	C	D	E	F
XII	19.4	25.0	28.8	18.6		
XI	19.6	22.5	25.0	35.0		
IX	25.0	26.3	31.7	27.5	25.8	26.3

*Table AXXI, Appendix B, shows the distribution of the data.

TABLE XXXIV
MEDIAN NUMBER OF 250-WORD PARAGRAPHS ASSIGNED DURING THE YEAR*

Grade	Categories					
	A	B	C	D	E	F
XII	31.3	37.5	48.3	32.5		
XI	32.5	36.3	37.5	53.3		
IX	32.5	35.0	48.0	40.0	39.0	37.0

*Table AXXII, Appendix B, shows the distribution of this data.

Pupil Load and Frequency of Assignment

The data on writing assignments provide some evidence to suggest that the size of the pupil load in language may have affected the frequency with which composition assignments were made. The teachers

in the A categories of grades XII, XI, and IX had substantially higher mean and median pupil loads in language than the mean and median pupil loads in language in all the other categories in the three grades (Tables XXIV and XXVII). Compared to all the teachers in the study, the teachers in category A tended to give fewer writing assignments. For example, while 21.6 per cent of all teachers in the study assigned fewer than 16 themes a year, 31.6 per cent of the teachers in category A assigned fewer than 16 themes.¹⁷ Similarly, 33.0 per cent of all teachers assigned fewer than 31 paragraphs of writing during the year; 44.7 per cent of the teachers in category A assigned fewer than 31 paragraphs.¹⁸ These comparisons provide no firm evidence for drawing a conclusion; they do suggest, however, that frequency of assignment may have varied inversely with total class load in language.

The data of Table XXXV support the above hypothesis. The table summarizes the data with respect to median pupil load, median number of themes assigned and median number of paragraphs assigned for all the categories in grades XII, XI, and IX. In the three categories (A, B, and C) representing standard instruction-time schools, the medians for both themes assigned and paragraphs assigned increase as pupil load decreases. While the increase in the amount of writing is relatively

¹⁷Compiled from data in Table AXXXI, Appendix B.

¹⁸Compiled from data in Table AXXXII, Appendix B.

small (for instance, the increase in the median number of 250-word paragraphs between category XIA and category XIC is only 5); nevertheless,

TABLE XXXV
COMPARISON OF MEDIAN PUPIL LOAD AND MEDIAN OF NUMBER OF
THEMES AND PARAGRAPHS ASSIGNED PER TEACHER

Grade		Pupil Load ^a	Themes Assigned ^b	Paragraphs Assigned ^c
XII	A	91.7	19.4	31.3
	B	50.0	25.0	37.5
	C	26.3	28.8	48.3
	D	25.0	18.6	32.5
XI	A	91.7	19.6	32.5
	B	50.0	22.5	36.3
	C	28.3	25.0	37.5
	D	26.9	35.0	53.3
IX	A	56.7	25.0	32.5
	B	35.0	26.3	35.0
	C	18.3	31.7	48.0
	D	23.3	27.5	40.0
	E	24.4	25.8	39.0
	F	5.3	26.3	37.5

^aMedian total pupil load in language (see Table XXIV).

^bMedian of number of themes assigned (see Table XXXIII).

^cMedian of number of 250-word paragraphs assigned (see Table XXXIV).

at Dusel's rate of marking and checking revisions--11.4 minutes per 250-word paper--these five paragraphs represent an additional hour of marking per pupil per year. To bring the median number of paragraphs assigned in category XIA to the number assigned in category XIC would require an

additional 90 hours of marking time per year; this additional time is the equivalent of two and a quarter work weeks in many occupations.

Reported Frequency of Assignment and Estimated Marking Load

In an attempt to estimate the potential marking load of the language teachers, each teacher's total pupil load was multiplied by the number of 250-word paragraphs (as defined above) which he reported having assigned during the year. The assumption was made, regarding each teacher, that pupils in all grades in which he taught language were assigned the same amount of writing. The mean number of paragraphs as calculated by this extension, is shown in Table XXXVI.

When, for each category, the means of the total number of 250-word paragraphs assigned in the course of a school year are expressed in terms of the number of paragraphs assigned per week, and compared to the mean total pupil load in language, it appears that Alberta language teachers assigned, on the average, the equivalent of a paragraph of writing per pupil per week. However, it is also apparent that if they were to devote to marking the time Dusel considered necessary--11.4 minutes for evaluating and then checking the revision of each paper--then the marking load in hours and the weekly hour load in each category would come closer to the projected hour load in Table XXX than to the data in the Alberta Teachers' Association study.

Table XXXVII summarizes the distribution of the total number of paragraphs assigned during the year by each teacher. On the basis of

TABLE XXXVI

TOTAL NUMBER OF 250-WORD PARAGRAPHS TO BE EVALUATED BY EACH TEACHER DURING
THE YEAR, EXPRESSED AS A MEAN FOR EACH CATEGORY

Grade	For language load in grade sampled: i.e., XII, XI or IX		For total pupil load in Language in all grades taught		Paragraphs per week on basis of 40-week year (from mean)	Time in hours per week at 5 paragraphs per hour	Mean of total pupil load in ^a Language
	Mean Paragraphs	Range	Mean Paragraphs	Range			
XII	A 2055	525-4510	3308	525-8100	82.7	16.5	94.0
	B 930	305-2425	2221	352-9700	55.5	11.1	50.0
	C 575	190-1311	1474	242-3864	36.9	7.4	31.6
	D 334	30-990	1197	30-4708	29.9	6.0	23.7
XI	A 2314	900-4092	3583	1342-9150	89.6	17.9	84.0
	B 1035	384-1950	2131	696-4324	52.6	10.5	55.9
	C 622	156-1215	1594	522-6319	39.9	7.6	35.3
	D 1025	140-2610	2057	378-6480	51.6	10.3	30.0
IX	A 2126	672-5100	2342	672-5100	58.6	11.7	60.2
	B 1024	352-2178	1474	448-3840	36.9	7.4	43.4
	C 774	304-1440	1310	304-3840	32.8	6.6	27.5
	D 599	160-1180	1280	272-3600	32.0	6.4	30.1
	E 326	70-744	1051	189-2976	26.3	5.3	23.2
	F 128	16-524					

^aSee Table XXVII.

these data, the table shows the potential weekly marking load for each category. The comments and conclusions made with respect to Table XXXVI apply to Table XXXVII as well.

TABLE XXXVII
WEEKLY MARKING LOAD BASED ON MEDIAN OF TOTAL
NUMBER OF PARAGRAPHS ASSIGNED PER YEAR*

Grade	Paragraphs Per Year ^a	Paragraphs Per Week ^b	Time to Mark ^c	Total Pupil Load ^d
XII A	3125	78.1	15.6	91.7
B	2000	50.0	10.0	50.0
C	1214	30.4	6.1	26.3
D	754	18.9	3.8	25.0
XI A	2643	66.1	13.2	91.7
B	1875	46.9	9.4	50.0
C	1000	25.0	5.0	28.3
D	1438	36.0	7.2	26.9
IX A	1600	40.0	8.0	56.7
B	1438	36.0	7.2	35.0
C	1000	25.0	5.0	18.3
D	909	22.7	4.6	23.3
E	864	21.6	4.3	24.4
F				5.3

^aMedian of total number of 250-word paragraphs assigned per teacher per year.

^bMedian of yearly totals divided by 40.

^cTime required to evaluate at a rate of five 250-word paragraphs per hour.

^dTotal pupil load in language. See Table XXIV.

*Table AXXIII, Appendix B, shows the distribution of the data.

In terms of the median and mean assignments made, as shown in Tables XXXVI and XXXVII, the teachers in each category can be said to have assigned the equivalent of a paragraph of writing per week. Within each category, however, there was a wide range in the number of assignments which teachers reported making. This range was reflected in the potential marking loads of individual teachers.

An extreme example of the range of assignments and potential marking loads is found in category XIIB in Table XXXIV (page 92). At one limit of the range of the assignments made, a teacher with a total pupil load in language of 22 reported assigning 10 themes, equivalent to 16 paragraphs and constituting a yearly marking load of 352 paragraphs. At the other limit, a teacher with a pupil load in language of 100, reported making 53 assignments, equivalent to 97 paragraphs and constituting a total marking load of 9,700 paragraphs.

This example serves to point to a more general conclusion relating to the number of theme assignments given by the language teachers in grades XII, XI, and IX. On the first impression, the data regarding total yearly assignments in language suggest, in terms of the medians, that all Alberta language teachers were assigning regular practice in writing. Closer examination of the data suggest, however, that, of 50 per cent of the teachers, many were making assignments very infrequently. Of the other 50 per cent, many teachers, in trying to give their students regular practice in writing, were creating for themselves work loads which were potentially over-demanding.

IV. SUMMARY

In general, the total pupil load, class size, and class load in language of the language teachers in grades XII, XI, and IX varied directly according to the size of the school in which they taught. The A categories, in the three grades represented the largest schools in the province. In these categories, for grades XII, XI, and IX, respectively, the median total pupil load in language was 91.7, 91.7, and 56.7; the median class size in language was 26.6, 26.1, and 27.1; the median class load in language was 3.9, 3.9, and 2.6.

This concentration of heavy pupil loads in the largest schools was reflected in the total teacher-pupil ratio in language in category A. Into this category fell approximately one-third of all the teachers offering language in grades XII, XI, and IX in Alberta. These teachers, however, were responsible for the instruction of approximately two-thirds of all the students enrolled in language in these grades.

The pupil load in language, however, constituted, in the majority of cases, only part of the language teachers' total pupil load. In addition to their classes in language, most of the language teachers were responsible for classes in other subjects. In categories A and B, in grades XII, and XI, the total pupil load was approximately 150. In grade IX, in the same categories, the total pupil load was approximately 180.

Because of the high pupil loads in language and the high total pupil loads in categories A and B, the teachers in these categories in grades XII, XI, and IX were faced with potentially heavy weekly hour loads. A projection, based on assumptions which reflect professional opinion regarding certain procedures for teaching composition, revealed that if the teachers in categories A and B had followed these procedures, their weekly hour loads would have exceeded the hour load of 47.9 reported for English teachers in the Alberta Teachers' Association study, in some cases by as much as 12 hours.

The language teachers in the study reported assigning, on the average, the equivalent of a 250-word paragraph of writing once a week. In terms of the quantity of writing practice required of students, this assignment reflected the recommendation of a number of authorities. However, in the light of the pupil loads they carried and in terms of procedures which authorities recommend for the teaching of composition, it may be questioned whether the teachers in categories A and B could have devoted sufficient individual attention to their students' writing to deal with it adequately.

CHAPTER VI

RELATED SKILLS: VOCABULARY, SPELLING, AND GRAMMAR

This chapter examines the allocation of time within the language programs in grades XII, XI, and IX in Alberta and describes the reported teaching practices, relating to vocabulary, spelling and grammar in these grades.

I. ALLOCATION OF TIME WITHIN THE LANGUAGE PROGRAM

Each language teacher in grades XII, XI, and IX was asked to indicate what percentage of the total class time scheduled for language in his grade was allotted to each of the following areas: composition, grammar, spelling, vocabulary, and students' correction and revision of errors. An open-ended item permitted the citing of "other" activities within the language program. The teachers' responses are summarized in Table XXXVIII.

Categories

The table shows that among the categories within each grade there was a general consistency in the average percentages reported for each of the separate items for which information on time allocation was sought. With but two exceptions (Composition, grade XII; Grammar grade IX) the range of variation for any single item did not exceed 7 per cent in any grade. Since the categories in each grade distinguished between schools of different size, it appears that within each

TABLE XXXVIII

PERCENTAGE* OF CLASS TIME DEVOTED TO VARIOUS ACTIVITIES IN LANGUAGE,
AS REPORTED BY TEACHERS

Grade	Composition	Grammar	Spelling	Vocabulary	Correction and Revision	Other	Number Responding
XII A	35.3	20.8	6.4	13.9	16.7	7.0	18
B	34.2	20.5	7.4	12.6	16.3	9.0	19
C	30.0	22.3	8.5	12.3	19.3	7.8	21
D	42.8	19.1	8.8	15.3	13.4	1.9	16
XI A	29.0	17.8	7.8	10.2	13.0	22.2	25
B	32.0	20.3	7.0	11.5	12.3	17.0	20
C	26.3	18.2	7.9	11.8	14.7	21.1	19
D	33.3	18.9	6.1	15.5	10.3	15.6	18
IX A	25.5	29.7	8.3	10.8	13.8	12.0	32
B	26.5	37.8	7.2	7.8	10.4	10.2	23
C	24.8	28.8	9.0	10.5	13.3	14.3	20
D	23.0	34.5	10.0	11.0	10.5	11.0	20
E	25.0	30.5	10.0	11.1	13.2	10.3	18
F	26.8	30.0	12.1	10.6	11.5	9.1	17

* Determined by averaging percentages which teachers in each category reported for each item in each category.

grade teachers allotted approximately the same proportion of time to each of the areas of the language program, regardless of the size of the school in which they taught.

Grades

Among the three grades, however, in the percentages of time allotted to the various areas of the language program some differences were apparent. The time allotted to composition increased from approximately 25 per cent of the total time for language in grade IX, to 30 per cent in grade XI, to 35 per cent in grade XII. For grammar, the time decreased from approximately 30 per cent in grade IX to 20 per cent in grade XI and in grade XII. The percentages of time allotted to spelling and vocabulary were fairly constant; each received approximately 10 per cent of the total time scheduled for language in each grade. For students' revision and correction of errors there was a slight increase in the time allotted, from 10 per cent of the total time in grade IX to 15 per cent in grade XII.¹

¹The allotments of time in language, as shown in Table XLIII, reflect the findings of other studies. Pooley and Williams, The Teaching of English in Wisconsin (Wisconsin: University of Wisconsin Press, 1948), p. 131, Table 51, found that the percentages of total classroom time devoted in English to mechanics (grammar, usage, spelling and punctuation) and to writing, respectively, were: in grade IX, 47 and 32; grade XI, 35 and 35; grade XII, 36 and 33. In Georgia, Farmer and Freeman, The Teaching of English in Georgia (Georgia Council of Teachers of English, 1952), reported that 21-25 per cent of the classroom time in language was allocated to grammar and 11-15 per cent to writing. Pooley and Searles, The Program of English Instruction in

The greatest variation among the grades was in the area of "other activities." The percentages of time allotted to this area increased from approximately 11 per cent in grade IX to 20 per cent in grade XI, then dropped to 7 per cent in grade XII. In this area teachers listed, principally, such activities as attending to oral language and dealing with textbook topics which were not covered by the items in the question (for example, parliamentary procedure and reference skills).

Areas of Language

A comparison of the percentages of time allotted to each area of the language program suggests the relative emphasis given to each of these areas (Table XXXVIII, page 102). In no grade did composition, specifically, receive more than 36 per cent of the total time devoted to language. In grade IX, only one-quarter of the total time was

Milwaukee High Schools, (Unpublished Study, University of Wisconsin, 1956), found that, in grades VII and VIII, 32 per cent of the English lessons were devoted to grammar and usage and 7 per cent to written composition. In the senior high schools the allocation was 22 per cent to grammar and mechanics and 29 per cent to oral and written composition. In 1962, a questionnaire survey conducted by the Edmonton Public School Board, Summary of Questionnaires Re Data for Development of Sequential Language Program in the Junior High School, (Edmonton: Public School Board, 1962), indicated that grade IX teachers devoted 36 per cent of the language time to mechanics (grammar and punctuation) and 39 per cent to writing. Both the Wisconsin study and the Edmonton survey indicated that the allocations of time for grammar and writing in grade VII and grade VIII were comparable to the allocations in grade IX.

devoted to composition; grammar was allotted more time. In grades XI and XII, the time given to grammar was equivalent to two-thirds of the time given to composition. In all grades, the total time given to grammar, spelling, and vocabulary exceeded the time given to composition; in grade IX the time allotted to grammar, spelling, and vocabulary was double the time allotted to composition.²

II. ALLOCATION OF TIME FOR LANGUAGE AND LITERATURE IN GRADE XII

In grade XII, in Alberta, language and literature were taught in a correlated course, English 30. Sixty per cent of the total time for the course was to be allotted to language and 40 per cent to literature.³

²A number of writers in education, over a period of nearly two decades, have noted the domination of grammar over composition in language programs and have commented on the persistence of this domination. See, e.g., G. R. Carlsen and J. R. Searles, "English," in C. W. Harris, ed., Encyclopedia of Educational Research (New York: The Macmillan Company, 1960); Robert C. Pooley and Robert D. Williams, The Teaching of English in Wisconsin (Madison: University of Wisconsin Press, 1948), p. 135; Fred G. Walcott, "The Limitations of Grammar," University of Michigan School of Education Bulletin, XIX (January, 1949), p. 49; Agnella Gunn and Elizabeth Barlow, "English Composition," Review of Educational Research, XXII (1952), pp. 96-101; John DeBoer, "Oral and Written Language," Review of Educational Research, XXV, 1955, pp. 107-120; Robert C. Pooley, "Grammar in the Schools of Today," English Journal, XLIII (March, 1954), pp. 142-146; Robert C. Pooley, Teaching English Grammar, (New York: Appleton-Century-Crofts, 1957), pp. 41-42; John J. DeBoer, "Grammar in Language Teaching," Elementary English 36:6 (October, 1959), p. 414; Arno Jewett, English Language Arts in American High Schools, (Washington: U.S. Office of Education, 1958); A. Kitzhaber, R. Gorrell, P. Roberts, Education for College, (New York: The Ronald Press, 1961), p. 82.

³Senior High School Curriculum Guide for English (Edmonton: Department of Education, 1957), p. 65.

In their responses to the question on allotment of time, 48 per cent of all the teachers in grade XII indicated the percentage of time which they actually devoted to language. The responses of these teachers are summarized in Table XXXIX.

TABLE XXXIX
DISTRIBUTION OF TIME IN ENGLISH 30 as
REPORTED BY GRADE XII TEACHERS

	Category			
	A	B	C	D
(1) Number of teachers responding in category	19	20	21	20
(2) Number of teachers reporting distribution	10	8	9	11
(3) Per cent of mean time allotted to language	33.3	55.6	43.3	40.9
(4) Per cent of mean time allotted to literature	66.7	44.4	56.7	59.1

The data reveal that in no category was the intended allotment of time in English 30 practised. Rather, in practice, the reverse of the intended allotment was true: literature received 60 per cent and language received 40 per cent of the total time.⁴ In category XIIIA the teachers were responsible for the instruction of 67 per cent of all students taking English 30; in this category two-thirds of the time for the course was, in practice, allotted to literature and only one-third to language.

⁴The nature of teachers' comments with respect to time allotment in English 30 is indicated in Chapter IX, which deals with teacher-identified problems in the teaching of language.

III. VOCABULARY

Sources

Vocabulary was allotted approximately 10 per cent of the total time devoted to language in grades XII, XI, and IX (Table XXXVIII).

Table XL shows the sources of the words which constituted the basis for vocabulary study. The prime source, reported by 61 per cent

TABLE XL
VOCABULARY: SOURCES OF WORDS STUDIED*

Grade		Sources					No. of Responses
		Subject Content	Teacher or System Lists	Leisure Reading	Supplementary Materials	Old Exam Papers	
XII	A	66.7	27.8	0.0	5.6	11.1	18
	B	73.7	26.3	5.3	21.1	0.0	19
	C	57.1	23.8	14.3	23.8	0.0	21
	D	87.5	18.8	0.0	31.3	6.3	16
XI	A	68.0	12.0	12.0	28.0	0.0	25
	B	65.0	15.0	5.0	25.0	0.0	20
	C	57.9	10.5	15.8	36.8	0.0	19
	D	77.8	11.1	0.0	44.4	0.0	18
IX	A	78.1	25.0	6.3	9.4	3.1	32
	B	56.5	26.1	8.7	13.0	0.0	23
	C	50.0	25.0	10.0	15.0	0.0	20
	D	50.0	25.0	15.0	20.0	0.0	20
	E	31.6	31.6	0.0	21.1	0.0	19
	F	35.3	29.4	11.8	5.9	0.0	17

*Expressed as percentages of possible responses for each item.

of all teachers was subject content. Other sources identified included teacher- and system-prepared lists, cited by 25 per cent of all teachers; supplementary materials for vocabulary study, cited by 21 per cent of all teachers; and pupils' leisure reading, cited by 7 per cent of all teachers.

Teachers' comments indicated that the words drawn from subject content consisted of special terms in language and literature and new and difficult words in the texts. It is probable that the prepared lists were drawn from the subject content for each grade, as well. Words from leisure reading were selected in the first place by students who reported them in individual lists. The supplementary materials included published workbooks, teacher-made exercises and magazines such as The Readers' Digest and The Atlantic Monthly.

The data in Table XL show, further, that grade XI teachers made most frequent use of supplementary materials, but used prepared lists only half as frequently as did teachers in grades XII and IX. These differences may reflect the fact that external examinations are not written in grade XI. Teachers in grades IX and XII may have been directing their teaching in vocabulary in anticipation of the content of the external examinations which their students were required to write. Certainly, a small percentage of teachers in these two grades indicated that they used previous external examination papers as a source of words for vocabulary study. It may be that prepared lists in grades XII and IX drew from this source as well.

General Teaching Practices

The practices reported with respect to vocabulary study are summarized in Table XLI. The most consistently cited practice, reported by 34 per cent of all teachers, was comment on, or discussion of a new word as it was encountered in class.

TABLE XLI

VOCABULARY: REPORTED PRACTICES IN VOCABULARY WORK*

	XII				XI				IX					
A	B	C	D	A	B	C	D	A	B	C	D	E	F	
Discussion, as word encountered	61.1	42.1	33.3	31.3	32.0	30.0	26.3	33.3	40.6	43.5	35.0	25.0	21.1	35.3
Students keep common lists	44.4	21.1	23.8	31.3	36.0	45.0	42.1	16.7	31.3	21.7	20.0	25.0	21.1	17.7
Students keep individual lists	22.2	21.1	23.8	18.8	12.0	15.0	10.5	11.1	21.9	13.0	20.0	15.0	26.3	23.5
Students use teacher- or system-prepared lists	27.8	26.3	23.8	18.8	12.0	15.0	10.5	11.1	25.0	26.1	25.0	25.0	31.6	29.4
Exercises: Use words in sentences; or other teacher-prepared	27.8	26.3	23.8	18.8	12.0	15.0	15.8	22.2	31.3	21.7	15.0	35.0	21.1	29.4
Tests re pupil mastery	38.9	5.3	19.1	25.0	16.0	45.0	26.3	5.6	15.6	17.4	15.0	30.0	15.8	17.7
Lessons; i.e. some specific time devoted	0.0	21.1	9.5	12.5	12.0	20.0	21.1	16.7	6.3	4.4	0.0	15.0	5.3	0.0
Teacher-prepared vocabulary unit	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Required use and practice with dictionary	11.1	36.8	38.1	50.0	28.0	10.0	10.5	16.7	25.0	26.1	25.0	25.0	15.8	17.7
Stressed and discussed with theme writing	0.0	15.8	4.8	6.3	20.0	25.0	26.3	38.9	18.8	21.7	15.0	20.0	15.8	17.7
Supplementary materials (workbooks, magazines) used	5.6	21.1	23.8	31.3	28.0	25.0	36.8	44.4	9.4	13.0	15.0	20.0	21.1	5.9
Number of responses	18	19	21	16	25	20	19	18	32	23	20	20	19	17

* Expressed as percentages of possible responses for each item.

Further student involvement in vocabulary study was obtained in a number of ways. Twenty-eight per cent of all teachers required students to keep common lists of the words noted or discussed in class; however, in the individual categories the percentages of teachers reporting this practice varied from 44 in XIIA to 17 in XID. Nineteen per cent of all teachers, but twice as many in grades IX and XII as in grade XI, required pupils to keep individual lists of new words which they had encountered. Twenty-two per cent of all teachers provided for practice by requiring students to use in sentences the words selected for vocabulary study or by having them do related teacher-prepared exercises.

Teachers in all categories reported administering various types of tests to check mastery of new words. However, this practice was not consistent through the range of grades or the categories within each grade. The responses to this item in the categories ranged from 5 per cent to 45 per cent; 21 per cent of all teachers reported it.

Besides the discussion of new words and the keeping of lists, several other practices were cited. Ten per cent of all teachers, distributed through thirteen of the fourteen categories, devoted some specific periods, or scheduled, regularly, parts of language periods for vocabulary study. This practice was cited most frequently and most consistently in grade XI. However, even in that grade the highest percentage of teachers reporting it in any category was twenty-one. Twenty-one per cent of all teachers required and provided practice in the use of the dictionary.

In all but one category (XIIIA), teachers stressed and discussed vocabulary in relation to the writing of themes. However, in only two categories (XIC and XID) did more than 25 per cent of the teachers do so. This practice, cited by 19 per cent of all teachers, was reported most frequently in grade XI and least frequently in grade XII.

Practices Relating to Motivation and Supervision

To present a composite picture of the practices used to motivate and supervise vocabulary study, four items have been extracted from Table XLI and presented with two additional items in Table XLII. Table XLII shows that incidental attention to new and difficult words as they were encountered constituted the main approach to vocabulary study. A small proportion of teachers, principally at the grade XI level, scheduled regular periods or parts of periods for vocabulary work. Since grade XI teachers constituted, also, the highest percentage in the three grades of those who used supplementary materials (principally vocabulary workbooks), it may be inferred that the regularly scheduled periods were devoted mainly to workbook exercises. Twenty-eight per cent of all teachers required students to keep common vocabulary lists and 19 per cent required individual lists; however, only 4 per cent of the teachers reported that they made a check of these lists. Up to one-third of the teachers in some categories assigned exercises with respect to new words studied, but only a fifth of all teachers did so. While 21 per cent of all teachers gave tests on the work in vocabulary, there appeared to be no consistency through the categories regarding this practice.

TABLE XLII
VOCABULARY: REPORTED PRACTICES OF MOTIVATION AND SUPERVISION*

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Discussion as work encountered in class	61.1	42.1	33.3	31.3	32.0	30.0	26.3	33.3	40.6	43.5	35.0	25.0	21.1	35.3
Lessons - specific or regular period	0.0	21.1	9.5	12.5	12.0	20.0	21.1	16.7	6.3	4.4	0.0	15.0	5.3	0.0
Teacher checks students' lists	5.6	5.3	0.0	6.3	4.0	5.0	5.3	0.0	6.3	4.4	0.0	5.0	5.3	5.9
Exercises assigned	27.8	26.3	23.8	18.8	12.0	15.0	15.8	22.2	31.3	21.7	15.0	35.0	21.1	29.4
Tests	38.9	5.3	19.1	25.0	16.0	45.0	26.3	5.6	15.6	17.4	15.0	30.0	15.8	17.7
Warned that necessary for exams	0.0	0.0	0.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of responses	18	19	21	16	25	20	19	18	32	23	20	20	19	17

* Expressed as percentages of possible responses for each item.

IV. SPELLING

Frequency of Attention

Spelling was allotted approximately 10 per cent of the total time for language; a slight decrease being shown, from grade IX to grade XII (Table XXXVIII, page 102).

Table XLIII shows that the scheduling of time for spelling instruction varied among the grades. Spelling was treated with some

TABLE XLIII
SPELLING: REPORTED PRACTICES REGARDING
FREQUENCY OF ATTENTION IN CLASS*

Grade		Regularly ^a	As Needed ^b	Occasionally ^c	Rarely ^d	Number of Responses
XII	A	38.9	38.9	11.1	11.1	18
	B	26.3	52.7	10.5	10.5	19
	C	29.4	47.5	15.8	5.3	19
	D	36.8	36.8	10.5	15.9	19
XI	A	54.2	20.8	20.8	4.2	24
	B	45.0	50.0	5.0	0.0	20
	C	45.0	45.0	10.0	0.0	20
	D	36.8	31.6	21.0	10.5	19
IX	A	59.4	25.0	12.5	3.1	32
	B	59.1	22.7	18.2	0.0	22
	C	68.4	26.3	5.3	0.0	19
	D	70.0	15.0	15.0	0.0	20
	E	79.0	10.5	10.5	0.0	19
	F	80.0	13.3	6.7	0.0	15

*Expressed in percentages.

^aSpelling considered with some regularity beyond minimum immediate needs.

^bOnly as needed, particularly regarding errors in themes.

^cOccasional assistance or review given.

^dLittle consideration beyond emphasis on importance.

regularity--usually, parts of language periods being devoted to it at regular intervals--by, approximately, 35 per cent of the teachers in grade XII, 45 per cent of the teachers in grade XI, and 65 per cent of the teachers in grade IX. It was taught as it was deemed necessary, particularly with respect to errors in students' themes, by approximately 45 per cent of the teachers in grade XII, 35 per cent of the teachers in grade XI, and 20 per cent of the teachers in grade IX. Between grade IX and grade XII, thus, there was a tendency toward a less formal and a more functional treatment of spelling instruction.

Thirteen per cent of all the teachers stated that they devoted class time to spelling only occasionally. In grade XII, 10 per cent of the teachers reported that during class time they gave no consideration to spelling beyond stressing its importance.

Sources of Words Studied

Table XLIV shows the sources from which the words for spelling study were drawn. The prime source of the words studied for spelling was the students' writing. This source was reported by approximately 85 per cent of the teachers in grade XII, 90 per cent in grade XI, and 70 per cent in grade IX. Teachers in category A reported the highest percentages for this source in each grade. Reported less frequently were supplementary spelling and "demon" lists, drawn primarily from published lists of most commonly made errors. The supplementary lists were used less frequently in grade XI than in grades XII and IX. A

third source was the textbooks and other materials relating to various school subjects. It was reported most frequently by grade IX teachers; about a third of them used it. With one exception (IXB), spelling

TABLE XLIV
SPELLING: REPORTED SOURCES OF WORDS TAKEN FOR SPELLING*

Grade		Student Writing	Supplementary Lists	Sources Subject Content	Spelling Texts	Old Exam Papers	Number of Responses
XII	A	93.8	37.5	6.3	0.0	12.5	16
	B	88.2	29.4	11.8	5.9	0.0	17
	C	82.4	23.3	5.9	5.9	0.0	17
	D	70.6	23.3	17.7	5.9	5.9	17
XI	A	100.0	17.4	13.0	8.7	0.0	23
	B	95.0	20.0	5.0	10.0	0.0	20
	C	75.0	35.0	10.0	5.0	0.0	20
	D	82.4	17.7	11.8	0.0	0.0	17
IX	A	77.7	32.3	38.7	3.2	12.9	31
	B	63.6	40.9	31.8	45.5	0.0	22
	C	73.7	26.3	10.5	0.0	0.0	19
	D	45.0	20.0	25.0	10.0	5.0	20
	E	15.8	26.3	52.6	5.3	0.0	19
	F	73.3	26.7	46.7	6.7	0.0	15

*Expressed as percentages of possible responses for each item.

texts and workbooks were used by less than 10 per cent of the teachers in each category. Four per cent of the teachers in grades XII and 3 per cent in IX reported using external examination papers from previous years and published lists of errors made on external examinations as sources of words for spelling.

General Teaching Practices

Table XLV summarizes the practices which teachers reported they

TABLE XLV

SPELLING: REPORTED PRACTICES REGARDING ERRORS MADE BY STUDENTS
IN THEIR THEMES AND OTHER WRITING*

	XII						XI						IX					
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Errors are indicated by teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(2) As (1) + student expected to correct	20.0	40.0	57.1	41.7	26.1	36.8	40.0	50.0	8.3	14.3	14.3	0.0	14.3	14.3	0.0	14.3	9.1	9.1
(3) As (2) + check made by teacher	20.0	20.0	14.3	16.7	8.7	10.5	20.0	14.3	8.3	0.0	7.1	0.0	0.0	0.0	0.0	0.0	9.1	9.1
(4) Student keeps list of individual errors	20.0	40.0	21.4	16.7	34.8	26.3	26.7	35.7	12.5	28.6	57.1	55.6	85.7	85.7	81.8	81.8	81.8	81.8
(5) Teacher makes check or tests on (4)	20.0	33.3	21.4	16.7	26.1	10.5	13.3	14.3	8.3	28.6	28.6	44.4	85.7	85.7	36.4	36.4	36.4	36.4
(6) As (1) + errors discussed in classes	13.3	13.3	14.3	16.7	8.7	10.5	6.7	14.3	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No. of responses	15	15	14	12	23	19	15	14	24	14	14	9	7	7	11	11	11	11

* Expressed as percentages of possible responses for each item.

TABLE XLVI

SPELLING: REPORTED PRACTICES REGARDING DRILL AND EXERCISES*

Words dictated																		
by teacher and checked in class	38.9	47.4	63.2	63.2	58.3	45.0	50.0	31.6	78.1	90.9	73.7	70.0	79.0	80.0	80.0	80.0	80.0	80.0
Students expected to correct and master errors	16.7	31.6	42.1	26.3	25.0	35.0	30.0	36.8	6.3	9.1	10.5	0.0	5.3	6.7	6.7	6.7	6.7	6.7
Students work with partners	5.6	0.0	0.0	0.0	0.0	0.0	5.0	5.3	0.0	0.0	5.3	5.0	10.5	0.0	0.0	0.0	0.0	0.0
Write words correctly in sentences	5.6	0.0	5.3	5.3	0.0	0.0	5.0	5.3	0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No. of responses	18	19	19	19	24	20	20	19	32	22	19	20	19	15	15	15	15	15

* Expressed as percentages of possible responses for each item.

used in dealing with the spelling errors made by their students in composition themes and in other writing. All teachers in all categories reported that whenever they checked their students' writing they indicated the spelling errors. However, with one exception (XIIC), fewer than one-half of the teachers in any category stated that they expected students to correct their errors. In grade IX, fewer than 15 per cent of the teachers in any category reported this expectation. Of the teachers who expected students to correct their spelling errors, no more than 20 per cent in any category stated that they subsequently checked student corrections; in grade IX fewer than 10 per cent in any category reported this practice.

A variation on the practice of having students correct the errors on their themes was the requirement that students keep individual lists of the spelling errors which they had made in their writing. Regarding this practice, there appeared to be no consistency through the categories. The percentage of responses ranged from 12 in one category to 85 in another. Twenty-three per cent of all teachers reported this item. However, the individual student lists were supervised more extensively than were the corrections of errors made on themes. Seventeen per cent of all the teachers reported checking the individual lists or giving class tests based on these lists.

In grades XII and XI, particularly, teachers also reported that they discussed in class the spelling errors made in students' themes. In no category, however, did the percentage of responses regarding this

practice exceed 20. In grade IX this practice was reported only in category A.

The practices which the language teachers reported that they followed in providing drill and practice in spelling are summarized in Table XLVI (page 116). Most frequently reported was the teachers' dictating a list of words to the class and having the students check their work in class. This practice was followed by 55 per cent of the teachers in grade XII, 45 per cent of the teachers in grade XI, and 80 per cent of the teachers in grade IX. Sixty-two per cent of all teachers reported this practice.

Only 20 per cent of all teachers, however, reported the practice of expecting students to correct their own errors and to master the words which they had misspelled on the dictation. Through the grades, in only four categories out of the fourteen did the percentage of responses to this item exceed 30. In grade IX, in only one category did the responses exceed 10 per cent.

Other practices were reported by only a small proportion of the respondents. Two per cent of all the teachers reported that they paired students to help each other with their spelling problems. Two per cent, also, indicated that they required students to write correctly in sentences those words which they had misspelled in their themes.

Practices Supplementary to Specific Word Study

Forty per cent of the teachers reported a number of practices

supplementary to specific word study. Their responses are summarized in Table XLVII. The most common practice was the teaching of spelling rules, reported by approximately 15 per cent of the teachers. Other practices included outlining steps to be followed in mastering a word, reviewing syllabication, attending to problem words, administering diagnostic and achievement tests, developing spelling consciousness, and teaching roots, prefixes and suffixes.

V. GRAMMAR

Frequency of Attention

Grammar was allotted about 30 per cent of the total language time in grade IX and 20 per cent in grades XI and XII (Table XXXVIII, page 102).

Table XLVIII summarizes the responses with respect to the frequency with which the language teachers in grades XII, XI and IX reported giving attention to grammar in their language classes. Most teachers indicated that they taught grammar with some regularity; that is, they scheduled periods regularly, or devoted blocks of periods to grammar. However, the frequency with which regular attention was reported decreased with successively higher grades. Regular attention to grammar was reported by nearly 100 per cent of the teachers in grade IX, 85 per cent of the teachers in grade XI, and 65 per cent of the teachers in grade XII. Approximately 30 per cent of the teachers in grade XII reported that they taught grammar incidentally, giving

TABLE XLVII

SPELLING: PRACTICES REPORTED, SUPPLEMENTARY TO SPECIFIC WORD STUDY*

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Steps	5.6	5.3	5.3	5.3	0.0	0.0	5.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0
Rules	11.1	10.5	31.6	21.1	29.2	15.0	10.0	10.5	18.8	9.2	15.8	20.0	21.1	6.7
Syllabication	0.0	5.3	0.0	0.0	0.0	5.0	5.0	10.5	12.5	9.2	10.5	15.0	15.8	6.7
Problem words	5.6	10.5	10.5	10.5	8.3	5.0	0.0	0.0	3.1	0.0	5.3	0.0	0.0	0.0
Diagnostic and achievement tests	0.0	0.0	5.3	0.0	4.2	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Development of spelling consciousness	11.1	0.0	10.5	5.3	8.3	5.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	0.0
Roots, prefixes and suffixes	0.0	0.0	0.0	0.0	0.0	10.0	5.0	5.3	3.1	0.0	5.3	15.0	10.5	0.0
No. of responses	18	19	19	19	24	20	20	19	32	22	19	20	19	15

* Expressed as percentages of possible responses for each item.

attention to it only when they felt there was need for it. In grade IX this incidental treatment was reported by only 1 per cent of the teachers.

TABLE XLVIII
GRAMMAR: REPORTED PRACTICES REGARDING FREQUENCY
OF ATTENTION IN CLASS*

Grade		Frequency		Number of Responses
		Regularly	Incidentally	
XII	A	68.4	31.6	12
	B	70.0	30.0	20
	C	76.2	23.8	21
	D	63.2	36.8	19
XI	A	83.3	16.7	24
	B	90.0	10.0	20
	C	90.0	10.0	20
	D	78.9	21.1	19
IX	A	96.9	3.1	32
	B	100.0	0.0	22
	C	95.0	5.0	20
	D	100.0	0.0	20
	E	100.0	0.0	19
	F	100.0	0.0	15

*Expressed in percentages.

Point of Origin of Grammar Lessons

Table XLIX summarizes the data with respect to the reported sources of the lessons in grammar. In all grades the most commonly reported points of origin of grammar lessons were the grammar sections of the textbook or handbook. In only three categories did the percentage of responses regarding this practice fall below 80; in only one category did it fall below 60; 90 per cent of all teachers cited this practice. Errors in students' writing was the other main point of origin of grammar lessons. It was reported by approximately 60 per

cent of the teachers in grade XII, 75 per cent of the teachers in grade XI, and 30 per cent of the teachers in grade IX; 51 per cent of all

TABLE XLIX
GRAMMAR: REPORTED PRACTICES REGARDING
POINT OF ORIGIN OF LESSONS*

Grade		Text or Handbook	Origin of lessons Errors in Students' writing	Departmental examinations	Number of responses
XII	A	100.0	52.6	0.0	19
	B	85.0	65.0	15.0	20
	C	81.0	57.1	4.8	21
	D	68.4	63.2	10.5	19
XI	A	75.0	83.3	0.0	24
	B	85.0	80.0	0.0	20
	C	85.0	65.0	0.0	20
	D	57.9	78.9	0.0	19
IX	A	100.0	21.9	9.4	32
	B	100.0	40.9	4.6	22
	C	100.0	35.0	0.0	20
	D	100.0	25.0	0.0	20
	E	100.0	21.1	5.3	19
	F	100.0	20.0	0.0	15

*Expressed as percentages of possible responses for each item.

teachers cited the practice. Nearly 10 per cent of the teachers in grade XII and 5 per cent of the teachers in grade IX reported using questions on grammar in external examination papers of previous years as the basis for some lessons in grammar.

Compared to the teachers in grades XII and IX, teachers in grade XI, as a group, reported textbooks somewhat less frequently and errors in students' writing somewhat more frequently as points of origin for grammar lessons.

The Content of Grammar Lessons

The substance of grammar lessons is summarized in Table L. The predominant activity, cited by 97 per cent of all teachers, involved sentence analysis and mastery of terminology. Practice in sentence manipulation--the involvement of students in exercises and assignments in which they would be required to use their knowledge of grammatical structure and terminology to build, revise and modify sentences--was reported much less frequently. While some of the exercises in the textbooks and handbooks would have provided for such activity, teachers themselves reported this practice in only 27 per cent of all responses. The percentage of responses regarding this practice was somewhat higher in category A than in the other categories for each grade.

General Teaching Practices

Table LI summarizes the practices which the teachers reported that they followed in teaching grammar. Basically, the reported methods of teaching grammar appeared to be largely the methods of the textbook used; that is, the organization and content of the textbook were consistently followed. Approximately 90 per cent of all teachers reported this practice; in grade IX, 100 per cent of the teachers reported it.

Some departure from the text and adaptation of it, as well as some individualization of instruction were also reported, however.

TABLE I

GRAMMAR: REPORTED SUBSTANCE OF LESSONS*

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Analysis and terminology	100.0	95.0	95.2	100.0	91.7	100.0	95.0	88.9	100.0	95.5	100.0	100.0	100.0	100.0
Practice in sentence manipulation	35.3	20.0	33.3	22.2	37.5	35.0	25.0	27.8	43.8	22.7	20.0	20.0	21.1	13.3
Number of responses	17	20	21	18	24	20	20	18	32	22	20	20	19	15

* Expressed as percentages of possible responses for each item.

TABLE II

GRAMMAR: REPORTED PRACTICES OF TEACHING*

A. Text or handbook	100.0	85.0	81.0	68.4	75.0	85.0	85.0	57.9	100.0	100.0	100.0	100.0	100.0	100.0
B. Some individualization -														
1. Explanation	15.8	20.0	9.5	15.8	16.7	20.0	15.0	10.5	15.6	13.6	15.0	10.0	5.3	6.7
2. Diagnosis	26.3	10.0	9.5	5.3	12.5	15.0	10.0	10.5	15.6	13.6	10.0	5.0	10.5	6.7
3. Drill: student errors	21.1	15.0	19.1	15.8	12.5	15.0	25.0	10.5	21.8	18.2	15.0	10.0	5.3	6.7
4. Drill: student corrects own work; checked	10.5	10.0	9.5	5.3	16.7	20.0	10.0	5.3	18.7	13.6	20.0	5.0	5.3	6.7
5. Application to new assignment	5.3	0.0	4.8	0.0	8.3	10.0	10.0	15.8	28.1	23.6	10.0	20.0	15.8	20.0
Number of responses	19	20	21	19	24	20	20	19	32	22	20	20	19	15

* Expressed as percentage of possible responses for each item.

Between 15 and 20 per cent of all teachers expanded on the material in the text. Approximately 11 per cent of all teachers reported giving tests to determine student mastery of material and to diagnose individual weaknesses. Approximately 15 per cent of the teachers reported giving drill exercises related to common student errors. Approximately 10 per cent of all teachers stated that they required students to correct errors which they had made in grammar and then checked the students' corrections. The percentages of responses for each of the teaching practices mentioned above, however, indicated no essential differences in the emphasis on these practices among the grades.

For the final item in Table LI, the application of grammatical skills to a new assignment, some difference between grades was apparent. This practice was reported by 3 per cent of the language teachers in grade XII, by 10 per cent in grade XI, and by 22 per cent in grade IX.

New Approaches to Teaching Grammar

In addition to describing their normal practices in teaching grammar, the teachers were asked to report any new methods of teaching grammar which they had found useful during the school year. Their responses are summarized in Table LII. The most frequently cited innovation was structural grammar, with three teachers in grade XII, five teachers in grade XI and seven teachers in grade IX--5 per cent of all the teachers--reporting its use. Five additional teachers in the three grades reported that they provided practice with sentence patterns; however, three of these teachers specified that they did not teach

TABLE LII

GRAMMAR: REPORTED "NEW" GRAMMAR METHODS

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Use of models	1	2	1						1					
Sentence manipulation	2							1	4				1	
Teaching from point of error	1							1					1	1
Worksheets of student errors	1				3	2	3		2	1		1		
Reference to T.V. radio and newspaper	1								1					
Pupil partners	1													
Practice on Dept. exam-type questions	1								1					
Drill in analysis and parsing	2													
Use of essay marking scale		1								1				
Individualized instruction		1												
Formal survey test					1									
Use of filmstrips				1						1				
Class correction of peers' themes					1	1	2	3	1	2	1			
Use of tape recorder							1	1						
Evaluation in pupil's presence									1					1
Student drill on blackboard									2	1	1			
Use of charts									1					
Practice with sentence patterns ^a			2		1				1	1				
Structural grammar	1	1	1	1	1	2	1	1	5	1		1		

^aPlaced separately from structural grammar because teachers' qualifying comments left doubts as to whether structural grammar was taught.

structural grammar. This entire group, as a result, was placed in a separate classification.

VI. SUMMARY

The language teachers in grades IX, XI, and XII in Alberta allotted nearly twice as much time to individual skills which are usually regarded as serving writing as they did to writing itself. Specifically, of the total time scheduled for language in each grade, 30 per cent was allotted to composition, 25 per cent to grammar, and 10 per cent to each of spelling and vocabulary. The remainder of the time was given to the correction and revision of students' exercises and to other activities.

In grade XII, where in a correlated English course, language and literature were to receive 60 and 40 per cent of the total time, respectively, teachers' responses indicated that language was actually allotted 40 per cent of the total time.

The basis for vocabulary study consisted principally of words drawn from subject content or compiled in teacher- or system-prepared lists. The most common teaching practice was to discuss a new word as it was encountered or introduced in the class. Additional practices essentially checked on the students' understanding and retention of the words discussed in class. Vocabulary tests and exercises were cited by 42 per cent of all teachers; primarily, however, these checked on and gave practice on the words in the prepared lists. No more than 4 per

cent of all those teachers who indicated that they required their students to keep individual word lists reported making any check of these word lists. Only 19 per cent of all teachers reported that they stressed and discussed vocabulary in connection with theme writing.

It is interesting to note that when asked to indicate the most pressing problems or difficulties, with respect to the teaching of composition, 15 - 35 per cent of the teachers in the categories (with the exception of XIIIA) expressed a concern with students' weakness in vocabulary (see Chapter IX).

In spelling regularly scheduled periods for spelling decreased in frequency from grade IX to grade XII, while incidental attention, determined by students' needs, increased slightly. General patterns of similarity were evident in the practices reported for the teaching of spelling in the three grades. Student errors in themes constituted the main source of words studied in spelling. General lists of common student errors were a supplementary source. The most common classroom practice consisted of dictating words to the class.

All teachers reported that they indicated spelling errors when marking themes. However, only 20 per cent of teachers reported that they expected students to correct their errors or to enter them in individual lists of words misspelled. And of this group fewer than one-half, 8 per cent of all teachers, indicated that they made some check to ensure that students had attended to the corrections and had tried to master the words. The initial investment (in marking time), further

action was in most cases left solely to the students' discretion.

However, spelling did not appear to pose many difficulties in these grades; in only six of the fourteen categories did more than 10 per cent of the teachers report it as a pressing problem (see Chapter IX).

Approximately 85 per cent of all the teachers--100 per cent in grade IX--reported that they taught grammar with some regularity, scheduling periods regularly or devoting a block of periods to it. Ninety per cent of all teachers cited the textbook or handbook as the most common point of origin of grammar lessons. Errors in students' writing were reported by 51 per cent of the teachers as forming the basis for grammar instruction. Ninety-seven per cent of the teachers reported that the predominant activity in grammar lessons involved sentence analysis and mastery of terminology. The methods followed were basically those of the textbook used; although 20 per cent of the teachers indicated that they expanded on the material in the textbook and attempted to adapt and individualize instruction for their classes. Fewer than 20 per cent of the teachers reported providing for the application of grammatical skills to a new assignment. Five per cent of all teachers indicated that they taught structural grammar.

Despite the proportion of time and the consistency of attention reported given to grammar in the three grades, approximately 40 per cent of all teachers expressed concern about student weaknesses in grammar (see Chapter IX).

CHAPTER VII

COMPOSITION

This chapter describes the teaching of composition in grades IX, XI, and XII in Alberta. Specifically, it summarizes the teachers' responses with respect to the practices which they employ in composition. In addition, it examines the methods they use to take into account individual differences in their classes, the procedures they follow in determining their students' final grades in language, and the use they make of supplementary materials and technological aids in the teaching of composition.

I. COMPOSITION TOPICS

The teachers in the study were asked to list some of the topics which they had assigned for composition during the year. Altogether, the 296 respondents named 3,944 topics, 47.4 per cent of the total number of themes which they reported that they had assigned. Since space in the questionnaire permitted the listing of only fifteen topics, and, thus, for the total sample of 296 teachers, a total listing of only 4,440 topics, the 3,944 topics reported by the teachers represent a response of 88.8 per cent to the question.

The Basis for the Classification of the Topics

The topics reported were classified into three groups. Into the first group were placed those topics which teachers stated they

had taken from external examination papers of previous years.

Into the second group, Creative-Personal, were placed all topics which, because they specified a particular literary form--poetry, short stories, character sketches--would normally fall into the category of creative writing, or which, because of their personal nature, their potential for imaginative expression and for evoking an affective response, suggested a purpose other than primarily informing. Into this category were placed such titles as the following:

On Fall Weather
Christmas Shopping
Walking in the Rain
City at Night
An Afternoon in the Attic
What It Is Like to be a Seventeen-Year-Old

Into the third group, Expository, were placed the topics which would normally produce writing intended primarily to inform, by presenting facts, giving directions, recording events, interpreting facts, and developing opinions. This group was further subdivided under the headings of Leisure Reading, Literature and Social Studies to indicate the subject areas to which the topics were related. A final sub-heading, Other, covered those expository topics which were not directly related to one of the school subject areas, or which, although they were related to a subject area other than one already listed, occurred so infrequently that they did not warrant a separate sub-group. Topics which were placed into the Expository group included

the following:

A Comparison of Two Books Read This Year
 The Best Book I Have Ever Read
 Blood, Darkness and Disorder Dominate Macbeth
 The Development of the Elizabethan Theatre
 Andrea Del Sarto's Relationship to His Work and His Wife
 The St. Lawrence Seaway
 The League of Nations
 Canada's Future
 The Value of Departmental Examinations
 Should Homework Be Abolished?

It is recognized that absolute distinctions between creative-personal and expository topics cannot be made. However, in terms of the definitions outlined above, essential differences for making the classification were apparent in the topics. Where questions might arise regarding the classification, they would relate to a few topics which were classified as Creative-Personal, but which, potentially, could also be developed largely in an expository form.

The Distribution of the Topics

The distribution of the types of composition topics which were assigned by language teachers in grades XII, XI, and IX, is shown in Table LIII. The influence of external examinations upon instruction during the final year of senior high school is suggested at the grade XII level, where, in three categories, up to 10 per cent of the topics assigned during the year were taken from previous examination papers. Creative-Personal topics constituted approximately one-quarter of all the topics assigned in grade IX. They increased to one-third of all the topics assigned in grade XII. Expository topics accounted for

TABLE LIII

TYPES OF COMPOSITION TOPICS ASSIGNED*

	Grade examination questions	Old	Personal-creative	Leisure reading	Expository			Number of topics reported	Average topics per teacher reported	Topics reported as percentage of total themes reported assigned
					Literature	Social studies	Other			
XII A	8.7	36.1	9.5	25.2	2.6	17.9	55.2	274	14.4	66.3
B	6.0	34.3	10.3	19.7	1.0	28.7	59.7	300	15.0	55.2
C	10.1	31.5	12.1	16.8	9.3	20.2	58.4	346	16.4	54.2
D	0.4	32.6	8.1	17.8	14.0	27.1	67.0	236	11.8	43.9
XI A		35.1	6.0	6.6	2.0	50.3	64.9	350	14.0	54.2
B		29.3	5.0	14.4	5.3	46.0	70.7	263	13.1	47.6
C		26.0	5.2	9.5	11.3	48.0	74.0	231	11.5	40.6
D		22.3	0.0	9.8	26.7	41.2	77.7	255	13.4	37.4
IX A	0.5	24.7	3.5	1.6	47.8	21.9	74.8	429	13.4	55.0
B	0.7	21.9	7.2	3.8	38.0	28.4	77.4	292	12.6	48.2
C		24.8	0.0	3.6	40.8	30.8	75.2	250	12.5	37.5
D		23.9	2.9	7.0	40.7	25.5	76.1	242	12.1	49.2
E		24.2	0.9	0.4	49.1	25.4	75.8	232	12.2	50.0
F		28.0	4.9	5.3	36.4	25.4	72.0	264	14.7	43.6

* Expressed as percentages of all topics reported in each category.

approximately three-quarters of all the topics in grades IX and XI and for three-fifths of the topics in grade XII.

In each grade, the way in which subjects were organized for instruction probably influenced the kinds of expository topics which were assigned. In grade XII, where language and literature were integrated into one course, a higher percentage of topics on leisure reading and literature were assigned than in the other two grades. In grade IX where language and social studies were frequently correlated, the highest percentage of expository topics related to the social studies. Because literature in grade IX, was not necessarily taught by the language teacher, only a small percentage of expository topics were related to literature. In grade XI where language was closely correlated neither with literature nor social studies, most of the expository topics fell into the Other category; in many cases grade XI teachers reported that they assigned topics from the textbook for the grade.

The increase in social studies topics, from category A to category D in grades XI and XII, may be explained by the fact that the sequence of categories represents progressively smaller schools. In small high schools, the teachers were usually responsible for other subjects besides English; the additional subject most commonly taught by teachers of English was social studies. Under these circumstances teachers could be expected to effect some correlation between language and social studies.

Questions relating to the proportion of time to be devoted in the high schools to expository writing as opposed to creative-personal

writing have been raised from time to time, particularly with respect to university-bound students. The point has been made that since university writing is principally expository, the same kind of writing should be emphasized in the high schools.¹ Even more frequently has the case for expository writing been made on the basis of the future general needs of students: because most post-school writing is expository, practice in expository writing should be emphasized in school.

The data in Table LIII reveal that, in three of the last four years of high school (grades IX, XI, and XII), students devote two-thirds of their writing to expository topics. In the light of this data, if high school graduates are not proficient in expository writing, it would seem that the reasons for their deficiency must be sought elsewhere than in the relative emphasis placed on expository writing in the high schools.

II. CHARACTERISTICS OF TOPICS PRODUCING SUPERIOR THEMES

Besides being asked to list topics which he had assigned during the year, each teacher in the study was asked to identify the two

¹See, e.g.: Alfred H. Grommon, "Coordinating Composition in High School and College," English Journal, XLVIII (March, 1959), p. 123; Edwin H. Sauer, "Programs for the Academically Talented in English: 'What are the Gains?'," English Journal, XLIX (January, 1960), p. 13; Composition Committee of the Yale Conferences on the Teaching of English, "Some General Remarks on Writing" in Edward J. Gordon and Edward S. Noyes, ed., Essays on the Teaching of English (New York: Appleton-Century-Crofts, 1960), p. 192.

topics which produced especially good themes in his classes, then to indicate what characteristics of these topics contributed most to the success of the assignments. Seventy-one per cent of the teachers responding completed this section of the questionnaire. Their comments are summarized in Table LIV.

Reported most frequently (by 35 per cent of all respondents) as contributing to the success of the assignments was the characteristic of the topics' being interesting to the students. The characteristic of the topics' being within the students' area of knowledge was the next most frequently reported; it was cited by 30 per cent of all teachers. For both these characteristics, throughout all the categories, teachers gave a proportionally consistent emphasis. In third and fourth rank were teacher stress on prevision (that is, on various teacher-class activities preceding writing) and opportunity for originality and creativeness; these characteristics accounted for 17 per cent and 10 per cent, respectively, of all responses.

III. STEPS IN THEME WRITING

Teachers in the study were asked to list the steps which they regarded as necessary for teacher and class to follow in the course of a writing assignment, from its inception, to the point where every activity related to the assignment could be considered completed. The question sought to determine the teachers' conception of the activities involved in a directed writing assignment designed to give practice in

TABLE LIV
FEATURES OF TOPICS PRODUCING SUPERIOR THEMES*

Categories	Subject interesting to students	Subject-matter known by students	Opportunity for originality and creativeness	Teacher stress on provision of nature	Subject of current or controversial nature	Model studied for imitation	Motivation of an essay	Percentage of sample responding to question
XII A	50.0	25.0	0.0	8.3	0.0	8.3	8.3	63.2
B	55.6	11.1	11.1	11.1	11.1	0.0	0.0	45.0
C	37.5	31.3	0.0	18.8	6.2	6.2	0.0	76.2
D	30.8	30.8	15.4	15.4	0.0	0.0	7.6	65.0
XI A	28.6	23.8	14.3	9.5	14.3	0.0	9.5	84.0
B	36.8	31.6	21.1	0.0	10.5	0.0	0.0	95.0
C	33.3	22.3	0.0	33.3	11.1	0.0	0.0	45.0
D	33.3	33.3	16.8	0.0	8.3	8.3	0.0	63.2
XI A	32.1	35.7	3.6	25.0	3.6	0.0	0.0	87.5
B	30.0	20.0	20.0	20.0	10.0	0.0	0.0	87.0
C	23.0	38.5	15.4	23.1	0.0	0.0	0.0	65.0
D	46.7	20.0	20.0	13.3	0.0	0.0	0.0	75.0
E	15.4	38.4	15.4	30.8	0.0	0.0	0.0	68.4
F	33.3	44.5	0.0	22.2	0.0	0.0	0.0	50.0

* Expressed as percentages of the total number of responses in each category.

specific writing skills. The teachers' responses to this question have been tabulated under three main headings: Prevision, Table LV(A); Composition, Table LV(B); and Evaluation and Follow-up, Table LV(C).

Prevision

The topics which produced the best writing were identified by the language teachers as those which were interesting to students, which were within the students' area of knowledge, and which provided for originality (Table LIV, page 137). If a degree of student freedom in the choice of the topic for a writing assignment is assumed to be one condition for ensuring student interest, knowledge and originality, then teachers did not, generally, provide this condition (Table LV A). Only 17 per cent of the teachers in grade XII, 30 per cent of the teachers in grade XI, and 13 per cent of the teachers in grade IX reported that they permitted some choice of topic or some choice within the scope of the topic when making writing assignments.

Approximately 60 per cent of all teachers reported that it was necessary to attempt motivation and to conduct general discussion prior to students' writing. Only a fraction of this percentage, however, indicated the need for engaging in specific activities of prevision. Only 37 per cent of the teachers in grade XII, 51 per cent of the teachers in grade XI, and 28 per cent of the teachers in grade IX identified the need for giving students some direction regarding the means of developing a topic. Of all teachers, only 3 per cent noted

TABLE LV(A)

STEPS IN THEME WRITING: PREVISION*

Steps	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Some choice of topic permitted	22.2	10.5	15.0	20.0	35.0	33.3	31.3	21.4	23.3	21.1	0.0	10.0	12.5	13.3
(2) General directions given regarding topic	50.0	26.3	40.0	33.3	45.0	46.7	56.3	57.1	26.7	21.1	37.5	17.7	25.0	33.3
(a) Student or other model discussed	5.5	10.5	15.0	6.8	10.0	20.0	12.5	14.3	10.0	5.3	12.5	17.7	0.0	0.0
(b) Specific purposes of assignment indicated	11.1	5.3	0.0	0.0	10.0	0.0	0.0	7.1	0.0	0.0	6.3	0.0	0.0	0.0
(c) Common plan for theme developed in class	16.7	10.5	25.0	26.7	5.0	6.7	18.8	21.4	26.7	15.8	12.5	17.7	18.8	6.7
(3) Discussion and motivation undertaken	61.1	42.1	75.0	60.0	70.0	53.3	62.5	50.0	76.7	42.1	62.5	47.1	56.3	53.3
(4) Topic limited or expanded	27.8	5.3	25.0	26.7	35.0	26.7	18.8	7.1	3.3	0.0	0.0	0.0	6.3	0.0
(5) Material noted or research undertaken	33.3	21.1	45.0	40.0	25.0	40.0	25.0	28.6	33.3	47.4	31.3	35.3	50.0	53.4
(6) Controlling purpose statement determined	11.1	15.8	5.0	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	0.0	0.0

* Expressed as percentages of the total number of respondents in each category.

the necessity for indicating the specific purpose of assignment. Only 10 per cent of all the teachers reported the need to use and to discuss student or literary models to illustrate purpose or method of development. Only 16 per cent of the teachers reported the need to develop, at least occasionally, a common theme with the class in order to illustrate organization and structure. In the two senior high school grades, where classes might have been mature enough to practice this skill with some sophistication, only 26 per cent of the teachers expected students to limit or expand a topic.

While the teachers had noted that knowledge of material was a significant factor contributing to the effective writing of a theme, only 36 per cent of them reported the need for discussing known material in class, or, in the case of an unfamiliar subject, of guiding research.

Composition

Table LV(B) summarizes the teachers' responses with respect to the composition stage of a writing assignment.

The data show that 75 per cent of teachers required students to prepare essay plans or outlines prior to writing. However, only one-fifth of these teachers seemed to consider the plan important enough to be checked. Fifteen per cent of the teachers reported that they would either attempt to check students' plans before the students commenced writing or ask that the plans be submitted with the essays so

TABLE LV(B)
STEPS IN THEME WRITING: COMPOSITION*

Steps	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Plan or outline required	77.8	79.0	75.0	73.3	60.0	86.7	50.0	71.4	73.3	89.5	56.3	82.4	62.5	60.0
(a) Teacher checks plan before student writes	11.1	10.5	20.0	0.0	10.0	46.7	6.3	28.6	10.0	5.3	0.0	17.7	0.0	6.7
(b) Plan submitted with theme	5.6	0.0	0.0	0.0	5.0	0.0	0.0	0.0	6.7	0.0	6.3	0.0	6.3	0.0
(2) Teacher takes up problems in class	22.2	5.3	5.0	0.0	15.0	26.7	31.6	21.4	20.0	10.5	12.5	5.9	0.0	6.7
(3) Teacher available for counselling	27.8	15.8	20.0	0.0	20.0	6.7	0.0	0.0	0.0	5.3	6.3	5.9	6.3	13.3
(4) A first draft is required	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(5) First draft written during class time	22.2	10.5	30.0	0.0	25.0	20.0	25.0	35.7	34.7	5.3	6.3	5.8	6.3	73.3
(6) Revised draft is required	44.4	57.9	55.0	53.3	75.0	60.0	37.5	42.9	34.7	52.6	31.3	17.6	50.0	40.0
(7) Revised draft written during class time	16.7	5.3	0.0	0.0	20.0	15.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) Final draft is required	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(9) Final draft written during class time	11.1	5.3	5.0	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	0.0	0.0

* Expressed as percentages of possible responses for each item.

that the adequacy of each student's plan for the development of his essay could be assessed.²

For each theme assignment, all teachers required a first draft, 50 per cent of all teachers required an intermediate draft, and all teachers required a final, polished draft for submission. However, only 21 per cent of the teachers indicated the need for some class time to be devoted to the initial writing. Only 5 per cent reported the need to provide class time for the revision stage. Only 2 per cent of the teachers indicated the need for providing for some class time for preparing the final copy of a theme.

Some teachers in every category, but one, reported the need to provide class time to supervise and guide students' writing. However, only 7 per cent of all teachers mentioned taking up students' writing problems in class. Only 5 per cent of the teachers indicated that they were available for counselling regarding a writing assignment if students wished to consult with them.

²The author's comment should not be interpreted as an endorsement of the view that in the teaching of composition the drawing up of a formal plan or outline must always precede writing. The diversity of views regarding this point is recognized. See, e.g.: William S. Ward, "Principles and Standards in Composition for Kentucky High Schools and Colleges," Kentucky English Bulletin (Fall, 1957); Anna Bloom, "Organizing Ideas," English Journal, XLVI (February, 1957), p. 95; Carl G. Wonnberger, "Writing...A Way of Life," English Journal XLVIII (February, 1959), p. 72; J. N. Hook, The Teaching of High School English (New York: Ronald Press, 1959), p. 292; Lucia B. Mirrielees, Teaching Composition and Literature (New York: Harcourt, Brace, 1952), p. 192; Jean S. Sisk and John C. Lewis, Teaching English 7-12 (New York: American Book Company, 1963), pp. 349, 351; Lou LaBrant, We Teach English (New York: Harcourt, Brace, 1951), p. 157.

Evaluation and Follow-up

All teachers reported that they evaluated all themes (Table LV C). Eleven per cent of the teachers indicated that they occasionally involved students in a preliminary evaluation, or in the proof-reading, of each other's themes.

Although all teachers reported evaluating their students' themes, fewer than half of them reported that they undertook follow-up procedures. Only 28 per cent of the teachers stated that they read some of the themes to the class following evaluation. Only 38 per cent of the teachers stated that they discussed some of the evaluated themes in class. Twenty-two per cent of all teachers required students to undertake some revision of their themes following evaluation; 18 per cent required students to correct the errors in their themes. However, of those teachers who required students to make revisions or corrections on their evaluated themes, only one-third, that is, 13 per cent of all teachers, reported the need for checking the students' corrected work. Two per cent of all teachers cited the need for each student to keep some record of the types of errors which he had made, so that subsequently, some means might be available to check his improvement and the attention he had paid to mastering those specific items of language which had been troublesome to him. Four per cent of the teachers required students to keep special theme files or theme notebooks. Teachers in all categories recognized the need for subsequent language lessons related to the assignment and the students'

TABLE LV(C)
STEPS IN THEME WRITING: EVALUATION AND FOLLOW-UP*

Steps	XII			XI			IX			
	A	B	C	D	A	B	C	D	E	F
(1) Teacher evaluates (a) Notes common errors during evaluation	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(2) Students evaluate or proof-read each other's, sometimes	5.6	5.3	0.0	0.0	0.0	6.7	0.0	7.1	6.7	0.0
(3) Some themes are read to class after evaluation	22.2	15.8	40.0	0.0	20.0	33.3	25.0	35.7	26.7	13.3
(4) Themes are discussed in class after evaluation	61.1	26.3	35.0	20.0	35.0	33.3	31.2	14.3	26.7	26.7
(5) Students are expected to revise evaluated themes	44.4	52.6	40.0	26.7	35.0	80.0	56.3	28.6	50.0	26.7
(6) Students are expected to correct errors in themes	33.3	31.6	40.0	26.7	35.0	33.3	18.8	21.4	23.3	20.0
(7) Students record individual errors	22.2	10.6	15.0	26.7	30.0	40.0	18.8	21.4	20.0	33.3
(8) Teacher checks corrections or revisions	5.6	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0
(9) Students file themes in folders or special note books	11.1	21.1	15.0	13.3	25.0	40.0	12.5	21.4	16.7	13.3
(10) Teacher conducts lessons based on student errors and weaknesses	5.6	5.3	5.0	0.0	15.0	0.0	0.0	0.0	10.0	6.7
	27.8	15.8	10.0	13.3	25.0	53.3	31.3	21.4	26.7	20.0

* Expressed as percentages of possible responses for each item.

themes; however, these teachers constituted only 20 per cent of all teachers.

Variations Among the Categories and the Grades

No single grade, nor any single category displayed characteristics which would distinguish it markedly from the other grades or categories with respect to the steps in theme writing. Certain differences were apparent, however, within each grade, teachers in one category reported a higher percentage of responses on more items relating to the steps in theme writing than did their colleagues in any other category in the same grade. The categories which differed in this respect in each grade were XIIA, XIB, and IXA (Tables LV A, B, C).

Among the grades, the teachers in grade XI reported a higher percentage of responses than did the teachers in grades XII and IX regarding the following items: choice of topics, giving direction and purpose for writing, presentation of student models, general discussion and motivation, limiting and expanding the topic, checking the student's plan prior to writing, taking up problems in class, providing class time for writing, discussing themes after evaluation, requiring student revision of themes, checking student corrections, and teaching follow-up lessons (Tables LV A, B, C).

The reasons for this difference can only be hazarded. In years of preparation and number of English courses taken, the grade XI

language teachers, as a group, were very similar to those in grade XII (Tables II and X). Teachers in both of the grades exceeded grade IX teachers in both these characteristics. One explanation for this difference in responses may lie in the fact that external examinations are not written in grade XI. To the degree that the explanation may be valid, and to the extent that the items constituting the steps in theme writing may be considered necessary for ensuring that students improve their writing skills, it can be concluded that external examinations may have an inhibiting effect upon the teaching of composition.

IV. THEME EVALUATION

The language teachers in grades XII, XI, and IX reported that they evaluated students' themes in two ways, principally: by the use of a marking scale or marking score sheet or by subjective-intuitive marking (Table LVI). Fifty-five per cent of all teachers reported using some type of scale or score sheet. In grade XII, where the scale was used most frequently, 75 per cent of the teachers reported its use. Sixty-three per cent of all teachers reported that they marked subjectively. The highest frequency for this type of marking occurred in grade IX, where 64 per cent of the teachers reported its use. Some teachers reported using both types of evaluation.

On the annual external examination set by the Department of Education for grades XII and IX, an essay is required. The essays

TABLE LVI
METHODS OF EVALUATING THEMES*

Categories	Some type of scale used	Department of Education scale used for some evaluation	Department of Education scale used for all evaluation	Subjective- Intuitive evaluation	Students evaluate each other's themes occasionally	Individual counselling follows evaluation	Percentage of sample responding to question
XII A	89.5	63.2	21.1	31.6	21.1	5.3	100.0
B	80.0	70.0	20.0	50.0	10.0	5.0	100.0
C	71.4	57.1	23.8	71.4	4.8	0.0	100.0
D	70.6	52.9	10.5	76.5	15.8	5.9	89.5
XI A	56.0	20.0	0.0	60.0	16.0	4.0	100.0
B	55.0	40.0	0.0	65.0	0.0	0.0	100.0
C	50.0	35.0	0.0	65.0	30.0	5.0	100.0
D	52.6	42.1	0.0	57.9	21.1	0.0	100.0
IX A	68.8	56.9	18.8	68.8	40.6	6.3	100.0
B	45.5	22.8	9.1	81.8	18.2	0.0	95.7
C	47.4	15.8	0.0	63.2	10.1	0.0	95.0
D	42.1	10.5	0.0	63.2	5.3	0.0	95.0
E	55.6	44.4	16.7	50.0	33.3	5.6	94.7
F	20.0	6.7	6.7	80.0	6.7	0.0	83.3

* Expressed as percentages of possible responses for each item.

written at each grade level are evaluated by a team of markers appointed by the Department. As a means of attaining consistency in evaluation, an essay marking scale is used.

The language teachers in the study reported that they used these essay scales developed for marking the external examination essays to evaluate their students' themes. In grade XII, 60 per cent of the teachers, and in grade IX, 30 per cent of all teachers reported using the Department scales for evaluating at least some of the themes which their students wrote during the year. The grade XII essay marking scale was also used for some evaluation by 55 per cent of the teachers in grade XI. In grade XII, 19 per cent of the teachers and in grade IX, 9 per cent of the teachers reported that they used the Department scale for the evaluation of all the themes which their students wrote in the course of the year.

In all the categories but one, teachers made some attempt at having students make a limited evaluation of each other's themes. Sixteen per cent of all teachers reported this practice.

In addition, some teachers in some of the categories found it possible to follow evaluation with individual counselling of students. However, this practice was reported by less than 3 per cent of all teachers.

The use of lay readers, irrespective of the merits or deficiencies of their use, was not yet a feature of Alberta schools. To the sub-question: "If anyone other than you marks some of the themes,

please give pertinent details," there was only one comment: "Who dreamed up this version of paradise?"

V. THE TEACHING OF SPECIFIC WRITING SKILLS

In order to determine their teaching practices related to certain composition skills, teachers were asked to outline any method, technique, or device which they considered particularly effective in helping students become more proficient in each of these skills. The specific skills and the tables in which the responses regarding each are summarized are listed below:

Writing a topic sentence: Table LVII
 Writing and staying on topic: Table LVIII
 Writing an introduction: Table LIX
 Writing a conclusion: Table LX
 Writing transitions: Table LXI
 Using precise and effective words: Table LXII

Writing a Topic Sentence

The most frequently reported practice for teaching the topic sentence was the class study of literary models and of student themes (Table LVII). This practice was reported by 53 per cent of all teachers. The derivation of the topic sentence from the students' plan (cited by 6 per cent of the teachers), the emphasis upon key words in the topic sentence (cited by 8 per cent of the teachers), and the concept of the topic sentence as a summary statement of the topic (cited by 13 per cent of the teachers) were also reported as means of teaching the topic sentence. Fifteen per cent of the teachers

TABLE LVII

REPORTED METHODS OF TEACHING THE TOPIC SENTENCE*

Methods	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Study of models	25.0	43.8	47.1	58.3	17.7	42.9	33.3	40.0	35.0	25.0	35.7	45.4	33.3	55.5
(2) Illustration through study of student themes	12.5	6.3	0.0	8.3	11.8	28.6	6.7	20.0	25.0	25.0	14.3	18.2	18.3	11.1
(3) Derived from students' theme plan	6.3	6.3	11.7	8.3	11.8	14.3	0.0	0.0	5.0	0.0	21.4	0.0	0.0	0.0
(4) Emphasis of key words in topic	12.5	6.3	0.0	8.3	5.9	7.1	20.0	10.0	5.0	0.0	0.0	18.2	8.3	11.1
(5) Topic sentence as one-sentence summary of topic	18.8	13.5	5.9	8.3	17.7	0.0	33.3	0.0	20.0	16.7	7.1	9.1	25.0	11.1
(6) Ensure student understanding of topic	0.0	0.0	5.9	0.0	5.9	0.0	0.0	0.0	0.0	8.3	7.1	0.0	0.0	0.0
(7) Consider topic sentence as answering question re topic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	0.0	7.1	0.0	0.0	0.0
(8) Exercise: Identify topic sentences in paragraphs	0.0	6.3	11.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	8.3	0.0
(9) Exercise: Write topic sentences only for listed topics	18.8	6.3	0.0	0.0	5.8	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0
(10) Exercise: Write different topic sentence on same topic	6.3	6.3	0.0	8.3	5.8	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3
(11) Exercise: Supply topic sentence for paragraph requiring one	0.0	6.3	5.9	0.0	17.7	0.0	6.7	10.0	5.0	25.0	0.0	9.1	0.0	11.1
(12) Exercise: Rearrange scrambled sentences in paragraph	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0

* Exercise as percentages of possible responses for each item.

described exercises devised for providing practice regarding the topic sentence. Two per cent of the teachers noted that ensuring that a student had an understanding of the topic was essential for his being able to write an effective topic sentence.

Comments regarding this item represented a broad range of points of view. One teacher wrote in some detail:

1. Give a variety of topics (not titles; these are deadly).
2. Conduct discussion on two or three topics.
3. [Lead students to] choose a point of view...to avoid rambling....
4. Stimulate thinking...[by trying] to contradict the class and to disagree. Raise a few sparks.
5. Write a few topic sentences...[suggested by students] on the blackboard. Have pupils improve [on these]. Point out the improvements....

Another commented:

This I find difficult.

Further points of view are reflected in the following statements:

No special device or method used. We discuss this [the topic sentence] and try to find ways to make it more effective.

...I discuss these points and make suggestions for improvement when I find that this is necessary. Most of this should be learned before English 30.

Writing and Staying on Topic

A number of practices were reported by teachers for ensuring that students develop and maintain unity in their themes (Table LVIII). Among these, discussion of student and literary models was reported by 29 per cent of the teachers. Comment on individual student themes was reported by 5 per cent of the teachers. A number of exercises

TABLE LVIII
REPORTED METHODS OF TEACHING UNITY IN COMPOSITIONS*

Methods	XII						XI						IX					
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Reference to students' plan for theme	42.9	29.4	36.8	44.4	17.7	23.1	33.3	15.4	23.1	21.1	33.3	23.5	25.0	25.0	50.0			
(2) Relation of each sentence to key words in topic sentence	14.3	11.8	10.5	0.0	17.6	7.7	33.3	15.4	30.8	21.1	25.0	29.4	33.3					
(3) Study and discussion of student themes	7.1	17.7	31.6	22.2	17.6	30.8	13.3	23.1	30.8	26.3	33.3	29.4	33.3	16.7				
(4) Study and discussion of literary models	7.1	11.7	0.0	0.0	5.9	0.0	6.7	7.7	0.0	5.3	0.0	11.7	8.3	0.0				
(5) Comment on themes	0.0	11.8	21.1	11.1	5.9	0.0	0.0	7.7	3.8	10.5	0.0	0.0	0.0	0.0				
(6) Penalty for lack of unity in theme	7.1	5.9	0.0	0.0	5.9	15.4	0.0	0.0	3.8	0.0	8.3	0.0	0.0	0.0				
(7) Emphasis on transitions between sentences	21.4	0.0	0.0	0.0	11.8	0.0	6.7	7.7	0.0	0.0	0.0	0.0	0.0	0.0				
(8) Reference to controlling purpose statement	5.9	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
(9) Other methods	0.0	0.0	0.0	0.0	0.0	0.0	6.7	23.1	7.7	10.5	0.0	0.0	0.0	0.0				
(10) Exercise: Revise paragraph lacking unity	0.0	0.0	0.0	11.1	11.7	15.4	0.0	0.0	0.0	5.3	0.0	5.9	0.0	0.0				
(11) Exercise: Rearrange scrambled paragraph	0.0	5.9	0.0	0.0	5.9	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				

* Expressed as percentages of possible responses for each item.

designed to develop student understanding of unity were also described by 5 per cent of the teachers. Three per cent of the teachers stated that in awarding marks for themes, they penalized students for violations of unity.

The most frequently reported single practice, cited by 30 per cent of all teachers, related to impressing upon students that they develop the theme with close reference to their theme plan. Essentially this practice is a means only of maintaining unity, because unity would have had to be taken into account in the original plan for the practice to be effective. Ultimately, its value is as an auxiliary practice; since it really advances the development of a sense of unity no more than does the marking penalty for not having unity in an essay.

Selected extracts from teacher responses indicate some levels of reaction regarding the teaching of this skill:

Emphasize that...[unity] is important.
The only effective way I know is to deduct marks. This seems to work.
This seems to be the most difficult point for students.
It seems this can only be stressed by individual marking and checking.

Writing the Introduction

As for the other composition skills, the practices most commonly reported for the teaching of an essay introduction were the study and discussion of student and literary models (Table LIX). Twenty-eight per cent of all teachers cited the use of student models and 15 per cent cited the use of literary models. Teachers in all categories,

TABLE LIX
REPORTED METHODS OF TEACHING THE INTRODUCTION OF AN ESSAY*

Methods	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Study student themes	15.8	22.2	26.7	53.3	26.3	44.4	28.6	9.1	32.2	33.3	30.0	30.0	42.9	9.1
(2) Discuss student themes following evaluation	10.5	5.6	6.7	0.0	5.3	5.6	0.0	9.1	14.3	20.0	15.0	10.0	14.3	36.3
(3) Study literary models	21.1	22.2	20.0	6.7	15.8	11.1	14.3	0.0	14.3	20.0	15.0	10.0	28.5	9.1
(4) Make aware of various means of introduction	31.5	22.2	6.7	26.7	31.6	16.7	42.9	36.3	10.7	6.7	20.0	40.0	0.0	18.2
(5) Check relevance and appropriateness with theme plan	0.0	0.0	6.7	6.7	0.0	11.1	14.3	9.1	3.6	13.3	10.0	0.0	0.0	9.1
(6) Exercise: Write introductions only for topics assigned	10.5	16.7	13.3	6.7	10.5	11.1	0.0	9.1	10.7	0.0	0.0	10.0	0.0	0.0
(7) Exercise: Write introduction for essay requiring one	5.3	0.0	0.0	0.0	10.5	0.0	0.0	9.1	7.1	0.0	0.0	0.0	0.0	0.0
(8) Other	5.3	11.1	20.0	0.0	0.0	0.0	0.0	18.2	7.1	6.7	10.0	0.0	14.3	18.2

* Expressed as percentages of possible responses for each item.

but one, reported discussing with pupils various methods of writing introductions; however, only 21 per cent of all teachers reported this practice. Nine per cent of the teachers reported the use of exercises devised to give practice in the writing of introductions.

Eleven per cent of all teachers said that they discussed the introductions in students' themes following evaluation. Two comments are representative of the teachers' responses regarding this practice:

Through class study of unedited, mimeographed student paragraphs.

All by practice. I don't know any golden rule.

However, class study and practice involve a great deal of time.

Writing Conclusions

The reported teaching practices relating to the writing of conclusions for compositions are summarized in Table LX. The study and discussion of student and literary models were cited by 39 per cent of the teachers as practices followed in teaching the theme conclusion. Twenty-three per cent of the teachers emphasized in their teaching that the conclusion should be a restatement of the topic sentence or of the introduction; twelve per cent stressed that it should be a summarizing statement. The discussion of student themes after they were evaluated was reported by 3 per cent of the teachers. One per cent of the teachers reported that they awarded a bonus for a good conclusion when marking themes.

TABLE LX
REPORTED METHODS OF TEACHING THE CONCLUSION OF AN ESSAY*

Methods	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Study student themes	25.0	25.0	26.7	60.0	38.5	35.7	0.0	15.4	34.8	40.0	33.3	42.9	11.1	0.0
(2) Discuss student themes after evaluation	0.0	0.0	6.7	10.0	0.0	7.4	0.0	0.0	0.0	0.0	11.1	0.0	0.0	0.0
(3) Study literary models	25.0	8.3	13.3	10.0	7.7	14.3	0.0	15.4	13.0	10.0	16.7	7.1	11.1	0.0
(4) Restate idea of topic sentence or introduction	18.8	16.7	13.3	10.0	23.1	14.3	100.0	23.1	17.3	30.0	16.7	14.3	22.2	0.0
(5) Treat as summary statement	6.3	16.7	13.3	0.0	7.7	7.1	0.0	0.0	0.0	10.0	11.1	21.4	33.3	40.0
(6) Achieve a sense of finality	6.3	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	10.0	5.6	7.1	22.2	40.0
(7) Check against content of introduction and body	6.3	0.0	6.7	0.0	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.0	0.0
(8) Bonus effective conclusion in marking	0.0	0.0	6.7	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	5.5	0.0	0.0
(9) Exercise: Write conclusion for essay requiring one	6.3	8.3	6.7	10.0	0.0	7.1	0.0	23.1	4.4	0.0	0.0	7.1	0.0	0.0
(10) Exercise: Write several conclusions for an essay	0.0	16.7	6.7	0.0	23.1	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0
(11) Other	6.3	8.3	0.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	20.0

*Expressed as percentages of possible responses for each item.

Writing Transitions

The practices followed in teaching transitions are summarized in Table LXI. About 40 per cent of all teachers reported that they listed transitional words or phrases and conducted drills on them. Sixteen per cent of the teachers used student themes as models; 11 per cent used literary models. Several types of exercises to provide practice in the use of transitions were reported in frequencies ranging from 7 to 1 per cent for each grade. Two per cent of the teachers said that they awarded a bonus for the effective use of transitions on students' themes. Two per cent of the teachers reported that following evaluation they discussed the effectiveness of the transitions used in students' themes.

The points of view expressed by teachers regarding the teaching of transitions ranged between two extremes. This range can be illustrated by selected extracts from teachers' responses:

Either natural to students or never achieved.
 I dislike artificial devices; effective transitions
 must grow out of thought.
 It is natural to most students.
 No specific attention paid.
 It is all a matter of repetition.
 Teach [transitional] devices....Their use
 becomes automatic.

Using Precise and Effective Words

The teachers reported a variety of practices for improving diction in composition (Table LXII). Eleven per cent of all teachers reported vocabulary study as a means for improving diction in writing.

TABLE LXI

REPORTED METHODS OF TEACHING TRANSITIONS*

Methods	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) List and teach transi- tional words and phrases	33.3	35.0	22.2	33.3	13.3	44.4	40.0	8.3	50.0	36.4	26.7	33.3	33.3	33.3
(2) Drill transitional words and phrases	0.0	15.0	16.7	16.7	13.3	5.6	10.0	8.3	0.0	18.2	0.0	16.7	22.2	33.3
(3) Study student themes	25.0	15.0	27.8	25.0	0.0	16.7	0.0	8.3	0.0	27.3	26.7	25.0	22.2	0.0
(4) Discuss themes after evaluation	0.0	10.0	5.6	8.3	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0
(5) Study literary models	8.3	10.0	0.0	8.3	13.3	11.1	10.0	16.7	10.0	9.1	26.7	16.7	11.1	0.0
(6) Stress through com- ments in evaluating themes	8.3	0.0	0.0	0.0	0.0	5.6	0.0	8.3	20.0	0.0	0.0	0.0	0.0	16.7
(7) Bonus for effective use	0.0	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.3	8.3	0.0	0.0
(8) Stress relating each sentence to previous one or to main idea	16.7	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	16.7
(9) Show relationship of sen- tences diagrammatically	0.0	10.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.0	0.0	0.0	0.0
(10) Exercise: Supply transi- tions in paragraph requiring them	8.3	0.0	0.0	8.3	20.0	0.0	20.0	16.7	20.0	0.0	0.0	0.0	0.0	0.0
(11) Exercise: Identify transitions in paragraph	0.0	0.0	0.0	0.0	26.7	16.7	10.1	16.7	0.0	0.0	0.0	0.0	0.0	0.0
(12) Exercise: Improve tran- sitions in paragraph	0.0	5.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(13) Exercise: Supply transitions between paragraphs	0.0	0.0	0.0	0.0	0.0	0.0	10.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0
(14) Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	6.7	0.0	0.0	0.0

* Expressed as percentages of possible responses for each item.

TABLE LXII

REPORTED METHODS OF IMPROVING DICTION IN THEMES*

Methods	XII						XI						IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F				
(1) Vocabulary study	23.5	5.0	20.0	41.7	5.0	5.0	7.2	0.0	9.1	5.6	11.8	22.2	0.0	37.5				
(2) Study student themes	15.8	5.9	15.0	16.7	10.0	25.0	14.3	15.4	4.5	5.6	11.8	11.1	25.0	12.5				
(3) Study literary models	15.8	17.7	5.0	0.0	0.0	5.0	7.1	7.7	9.1	16.7	11.8	5.6	16.7	12.5				
(4) Encourage use of dictionary and thesaurus	7.7	17.7	10.0	8.3	15.0	20.0	21.4	23.1	9.1	22.2	11.8	16.7	0.0	0.0				
(5) Study synonyms and antonyms	7.7	0.0	5.0	8.3	25.0	10.0	0.0	23.1	13.6	5.6	5.9	5.6	8.3	12.5				
(6) Encourage and stress improved use in themes	23.5	17.7	5.0	0.0	5.0	10.0	7.1	0.0	4.5	0.0	11.8	5.6	0.0	12.5				
(7) Discuss themes after evaluation	7.7	5.9	5.0	8.3	0.0	0.0	0.0	0.0	9.1	0.0	0.0	5.6	8.3	0.0				
(8) Approve through comments and bonus in evaluation	0.0	17.7	25.0	0.0	20.0	25.0	7.1	7.7	13.6	22.2	11.8	0.0	8.3	0.0				
(9) Discuss, before writing, words relevant to an assignment	0.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	11.1	17.7	16.7	8.3	0.0				
(10) Assign topics stressing description, action, mood, sense appeal	0.0	0.0	5.0	8.3	0.0	0.0	0.0	7.7	9.1	11.1	0.0	0.0	0.0	0.0				
(11) Exercise: Substitute more appropriate words for those indicated	0.0	17.7	0.0	0.0	5.0	0.0	0.0	7.7	4.5	0.0	0.0	5.6	8.3	0.0				
(12) Exercise: Improve sentences taken from student themes	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	4.5	0.0	5.9	0.0	0.0	12.5				
(13) Encourage extensive reading	0.0	0.0	0.0	0.0	0.0	0.0	21.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
(14) Other exercises	0.0	0.0	10.0	16.7	15.0	10.0	7.1	7.7	9.1	22.2	0.0	0.0	16.7	0.0				
(15) Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0	5.6	0.0	0.0				

* Expressed as percentages of possible responses for each item.

Thirteen per cent reported emphasis on the use of the dictionary and thesaurus for this purpose. Nine per cent reported the study of synonyms and antonyms. Thirteen per cent of all teachers reported the study and discussion of student models; 9 per cent reported study of literary models. Exercises relating to the improvement of diction were also listed.

Besides the practices reported, a number of points of view were expressed regarding the improvement of diction. Some indication of their variety may be gathered from the selected extracts listed below:

Practice does it here. Avoid playing around with individual words in lists. Rewrite a dull paragraph. This carries the message.

The teacher must present and use words that are expected to be used by students. How else will they learn them?

Students must use their own vocabularies.

Dealt with only as better-than-average students need them.

This is the problem I'm trying to work out, but so far nothing important has developed.

I need help here too.

VI. PROVISION FOR INDIVIDUAL DIFFERENCES

General Provisions

The language teachers in grades XII, XI, and IX were asked to describe the provisions they made to adapt instruction to the range of individual differences among the students whom they taught. Their

responses are summarized in Table LXVII(A). Eleven per cent of all teachers indicated that they made very little or no provision for individual differences. In two grade XII categories, 6 per cent of the teachers offered the view that the external examination precluded any effort to deal with individual differences.

That streaming was being practised in the larger schools was indicated by the responses in category A of each of the three grades. In these three categories, between 10 and 20 per cent of the teachers reported that classes were grouped homogeneously.

Teachers whose classes were not grouped homogeneously reported a number of practices by which they sought to take into account individual differences of students. Twenty-nine per cent of all teachers reported that they varied the difficulty of assignments for students, principally by providing a choice of topics and by requiring able students to write on more difficult topics. The percentage of responses to this item tended to decrease through the sequence of categories in each grade. Twenty-six per cent of all teachers indicated that they tried to make adjustments for individual differences by holding different expectations regarding the work of students of different ability. Primarily this difference of expectations was expressed in the rigorousness with which they marked student themes. For this item the percentage of responses tended to increase through the sequence of categories in each grade.

TABLE LXIII(A)

PROVISION FOR INDIVIDUAL DIFFERENCES*

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Very little or none	0.0	17.7	12.5	21.4	20.0	5.9	13.3	6.3	11.5	15.8	7.1	0.0	11.1	16.7
(2) Departmental exams preclude effort in this direction	5.9	0.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(3) Use special materials (English 2600, SRA Reading Lab.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.4	14.3	0.0	0.0
(4) Homogeneous classes	17.7	0.0	0.0	0.0	10.0	0.0	0.0	0.0	15.4	0.0	0.0	0.0	0.0	0.0
(5) Vary difficulty of assignments	29.4	29.4	18.7	14.3	55.0	41.2	33.3	18.8	34.6	31.6	28.6	28.6	22.2	0.0
(6) Make differences in expectations	11.8	11.8	12.5	35.7	15.0	23.6	26.7	37.5	38.5	15.8	21.4	42.9	55.6	16.7
(7) Group in class regarding difficulties	5.9	11.7	6.3	0.0	0.0	0.0	6.7	0.0	7.7	5.3	7.1	0.0	55.6	0.0
(8) Counsel regarding free reading	5.9	0.0	6.3	7.1	15.0	11.8	6.7	0.0	0.0	0.0	0.0	7.1	0.0	16.7
(9) Assign more themes to excellent, fewer to poor	5.9	0.0	0.0	0.0	0.0	0.0	6.7	6.3	0.0	0.0	0.0	0.0	0.0	0.0
(10) Give individual assistance and counselling	23.6	29.4	43.8	28.6	15.0	23.6	33.3	43.8	30.8	26.3	42.9	28.6	33.3	100.0
(a) Outside class time	5.9	5.9	0.0	0.0	5.0	5.9	5.9	6.7	0.0	0.0	7.1	14.3	0.0	16.7
(b) Individual assistance during theme writing	11.8	11.8	12.5	0.0	0.0	11.8	0.0	0.0	0.0	5.3	7.1	7.1	11.1	0.0
(c) Individual assistance following evaluation	5.9	11.8	18.8	0.0	5.0	5.9	6.7	0.0	0.0	10.5	14.3	7.1	0.0	0.0

* Expressed as percentages of possible responses for each item.

Grouping within a class was reported in eight categories. With one exception, the percentage of responses did not exceed 12 in any category.

Individual assistance and counselling was the most frequently cited practice for dealing with individual differences; 32 per cent of all teachers reported this item. Of those who gave further details with respect to this item, teachers in nine categories stated that they gave individual assistance outside class time; between 5 and 17 per cent of the teachers in these categories reported this practice. Most of the individual assistance was given during theme writing and following theme evaluation. However, in no category did the percentage of responses exceed 20 for either of the last two items.

Specific Provisions for Weak and Superior Students

Forty-one teachers, who cited individual assistance and counselling as a practice, made specific comments regarding giving special help to either weak students or superior students (Table LXXXB). Of this group, 73 per cent specified that they gave special assistance to weak students; 27 per cent specified giving special assistance to superior students. For superior students the assistance was identified most frequently as the assignment of more difficult exercises and theme topics, and the enrichment of courses. With respect to weak students, the comments emphasized the following kinds of assistance: more help in grammar, more drill on fundamentals, extra practice in sentence structure, and additional revision of themes.

TABLE LXIII(B)
DISTRIBUTION OF INDIVIDUAL ASSISTANCE TO WEAK AND STRONG STUDENTS*

Grade		Students to whom assistance was offered	
		Weak	Strong
XII	A	18.8	0.0
	B	11.8	0.0
	C	0.0	0.0
	D	7.1	0.0
XI	A	15.0	5.0
	B	17.7	17.7
	C	13.3	0.0
	D	18.8	12.5
IX	A	15.4	7.7
	B	10.5	0.0
	C	14.3	7.1
	D	7.1	7.1
	E	11.1	0.0
	F	50.0	0.0
Total**		73.2	26.8

*Expressed as percentages of total responses to item re individual differences.

**Expressed as percentages of total of 41 teachers who specified the type of students given special assistance.

VII. BASIS FOR FINAL GRADES

Criteria Used

In grades XII and IX in Alberta a student's final mark in language is determined by an external examination, set and evaluated under the authority of the Department of Education of the province. Language teachers in these grades, nevertheless, complete confidential reports for the Department of Education; in these reports they indicate their students' achievement in language during the year. Grade XI

language teachers are sole determiners of the students' final mark in language. In all three grades, therefore, teachers are concerned with arriving at a final estimate of their students' achievement in language for the year.

Teachers in the study were asked to identify the factors which they took into consideration in arriving at their students' final marks and to indicate the weighting which they would place on each factor. Their responses are summarized in Tables LXIV and LXV.

In all categories in grade XII and in two categories in grade IX some teachers said that beyond a rough estimate of a student's probable achievement on the examinations they did little to arrive at a student's final grade (Table LXIV). They felt that this function was taken care of by the final examinations. In category XIIA, 47 per cent of the teachers made this response.

Among the other teachers, proficiency in written expression was the most commonly cited factor considered in determining a student's final standing. It received more than 50 per cent of the responses in all categories but one, and was reported by 78 per cent of all teachers. In grade XI this item was reported by 86 per cent of all teachers.

Next to proficiency of written expression, the mastery of mechanics of expression was most frequently cited. Thus, 27 per cent of all teachers indicated they would consider the student's mastery of grammar as a factor in determining his final standing; 20 per cent

TABLE LXIV

CRITERIA CONSIDERED IN DETERMINING FINAL GRADES OF STUDENTS*

Criteria	XII					XI					IX				
	A	B	C	D	A	B	C	D	A	B	C	D	E	F	
(1) Leave final grading to departmental examination	46.7	5.6	5.3	13.3	0.0	0.0	0.0	0.0	0.0	6.9	0.0	11.1	0.0	0.0	0.0
(2) Proficiency in written expression	46.7	72.2	84.2	86.6	87.5	90.9	100.0	83.3	75.9	94.1	55.6	64.3	80.0	90.9	
(3) Proficiency in speech	6.7	0.0	21.1	13.3	12.5	18.2	13.3	8.3	6.9	11.8	27.8	7.1	0.0	9.1	
(4) Knowledge of content and skills of course	13.3	16.7	21.1	20.0	6.3	27.3	26.7	16.7	10.3	23.5	5.6	14.3	40.0	9.1	
(5) Improvement during the year	0.0	5.6	5.3	0.0	12.5	9.1	6.7	16.7	13.8	23.5	11.1	14.3	20.0	36.4	
(6) Effort, interest and attitude	13.3	22.2	15.8	20.0	31.3	18.2	13.1	25.0	6.9	17.7	11.1	28.6	20.0	9.1	
(7) Ability and aptitude	6.7	0.0	15.8	0.0	6.3	0.0	0.0	0.0	3.5	0.0	5.6	7.1	0.0	0.0	
(8) Mechanics of expression (unspecified)	0.0	0.0	0.0	0.0	0.0	27.3	33.3	8.3	0.0	5.9	0.0	0.0	0.0	0.0	
(a) Grammar	6.7	33.3	5.3	13.3	31.3	18.2	13.1	25.0	31.4	58.8	22.2	21.4	40.0	36.4	
(b) Sentence structure	6.7	22.2	15.8	6.7	25.0	0.0	6.7	8.3	13.8	11.8	16.7	14.3	6.7	27.3	
(c) Vocabulary	6.7	33.3	31.6	20.0	6.3	45.5	33.3	25.0	10.3	23.5	16.7	21.4	6.7	9.1	
(d) Spelling	6.7	27.8	15.8	0.0	25.0	18.1	20.0	25.0	20.7	23.5	11.1	21.4	26.7	0.0	
(e) Punctuation	0.0	0.0	5.3	0.0	0.0	0.0	0.0	8.3	3.5	11.8	0.0	0.0	0.0	0.0	
(9) Style	6.7	5.6	5.4	6.7	0.0	0.0	13.1	8.3	3.5	5.9	0.0	0.0	0.0	0.0	
(10) Reading Comprehension	0.0	0.0	0.0	26.7	0.0	9.1	0.0	0.0	0.0	5.6	0.0	0.0	0.0	0.0	

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* Expressed as percentages of possible responses for each item.

would stress the student's command of vocabulary; 18 per cent would consider spelling; 13 per cent would note skill in sentence structure. In this area, the greatest emphasis on grammar and sentence structure was in grade IX. The greatest emphasis on spelling and vocabulary was in grade XI.

Other factors received less emphasis. Thus, general knowledge of the content of the course was cited by 16 per cent of all teachers; proficiency in oral language, by 11 per cent; the effort, interest and attitude of the student, by 17 per cent; his improvement during the year, by 12 per cent; his ability and aptitude, by 4 per cent; and his reading comprehension, by 3 per cent of all teachers.

Weighting of Criteria

Eighty-eight teachers, 30 per cent of the total sample return, indicated the weighting (out of 100 per cent) which they would place on each of the criteria by which they determined their student's final standing in language. Their responses are summarized in Table LXV.

Receiving highest weighting were writing ability as demonstrated by students on their themes, and the students' achievement on tests and examinations written during the year. Ninety per cent of all the teachers cited weightings of from 21 to 75 per cent for writing ability; sixty per cent of the teachers reported weightings on this area of from 26 to 50 per cent of the final grade. Eighty per cent of all the teachers cited weightings of 26 to 75 per cent for achievement on tests and examinations; fifty-five per cent of the teachers reported

WEIGHTING OF CRITERIA USED IN DETERMINING FINAL GRADES OF STUDENTS*

Criteria	Weighting	XII	XI	IX
(1) Examinations and tests	0-25	5.0	6.3	13.8
	26-50	50.0	59.4	55.5
	51-75	10.0	6.3	2.8
	76-100	10.0	25.0	
(2) Writing ability demonstrated on year's themes	0-25	10.0	12.5	5.6
	26-50	65.0	59.4	58.3
	51-75	20.0	3.1	33.3
	76-100			
(3) Oral language	0-25	15.0	15.6	11.1
	26-50			
	51-75			
	76-100			
(4) Knowledge of grammar	0-25	10.0	9.4	25.0
	26-50		3.1	5.6
	51-75			5.6
	76-100			
(5) Spelling	0-25	20.0	12.5	13.8
	26-50			
	51-75			
	76-100			
(6) Vocabulary	0-25	20.0	6.3	13.8
	26-50			
	51-75			
	76-100			
97) Knowledge of course content	0-25			2.8
	26-50	15.0	9.4	
	51-75			
	76-100			
(8) Year's exercises	0-25	10.0	3.1	
	26-50		3.1	
	51-75			
	76-100			
(9) General impression (interest, effort, attitude, work habits)	0-25	30.0	18.8	13.8
	26-50			
	51-75			
	76-100			
(10) Ability	0-25	15.0	9.4	
	26-50			
	51-75			
	76-100			

*Based on the responses of 88 teachers (29.7 per cent of the total sample return) who, in addition to listing the criteria by which they determined their students' final grades, indicated, also; the weighting (out of 100 per cent) which they would give to each of the criteria. Responses are expressed as percentages of the 88 returns which specified this information.

weightings in this area of 26 - 50 per cent of the final grade.

While achievement of one of the prime objectives of a language course--consistent effectiveness of expression--received high emphasis in the determination of students' final grades, nearly equal emphasis, in determining final grades, was given to students' performance on tests and examinations. Although the comment quoted below is not characteristic of the replies received to this question, it may in the light of the data just noted, represent a point of view of the teachers in determining the final grades of their students:

I believe that how one writes under pressure (i.e., during an examination) gives a better indication of his competence in English than labored-over assignments.

VIII. AIDS USED FOR INSTRUCTION

To the question, "What teaching materials and aids have you found particularly useful in the language program for your grade?", a broad range of responses was received. Table LXVI summarizes these responses.

Printed Materials

Two types of aids for instruction were listed most frequently by teachers: workbooks, and teacher references. Workbooks, reported by 35 per cent of all teachers, related almost entirely to vocabulary, spelling, and grammar. Teacher references, of which the most frequently identified were Reed Smith, Learning to Write; Perrin,

TABLE LXVI
AIDS USED FOR INSTRUCTION*

Instructional Aids	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) None	46.7	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3
(2) Teacher references	20.0	12.5	41.2	50.0	29.4	28.6	42.9	20.0	18.5	10.0	5.6	12.5	6.3	0.0
(3) Workbooks: Vocabulary, Spelling, Grammar	13.3	25.0	23.5	7.1	5.9	35.7	21.4	33.3	25.9	40.0	66.7	68.8	62.5	58.3
(4) Magazines and newspapers	0.0	0.0	11.8	7.1	23.5	14.3	21.4	20.0	7.4	0.0	11.1	0.0	0.0	0.0
(5) Correspondence course materials	0.0	12.5	5.9	0.0	0.0	7.1	0.0	0.0	0.0	0.0	11.1	12.5	12.5	25.0
(6) Filed materials	13.3	0.0	5.9	0.0	11.8	0.0	0.0	0.0	3.7	10.0	0.0	6.3	0.0	0.0
(7) Mimeographed materials	13.3	0.0	0.0	0.0	0.0	0.0	0.0	6.7	18.5	10.0	0.0	6.3	12.5	8.3
(8) Pictures	6.7	0.0	5.9	0.0	11.8	7.1	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0
(9) Records	20.0	12.5	17.7	7.1	11.8	0.0	7.1	0.0	0.0	0.0	5.6	0.0	0.0	0.0
(10) Radio	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(11) Films	6.7	25.0	5.9	35.7	5.9	7.1	28.6	0.0	7.4	10.0	5.6	6.3	25.0	8.3
(12) Filmstrips	6.7	18.8	11.8	21.4	0.0	7.1	14.3	6.7	14.8	10.0	22.2	12.5	6.3	0.0
(13) Tape recorder	0.0	6.3	0.0	7.1	5.9	7.1	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0
(14) Opaque projector	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0
(15) Other	6.6	0.0	23.5	0.0	0.0	7.4	0.0	0.0	3.7	0.0	5.6	6.3	6.3	0.0

* Expressed as percentages of possible responses for each item.

Writer's Guide and Index to English and the Harbrace College Handbook, were cited by 21 per cent of all teachers.

Among other printed materials, the most commonly reported were newspapers and magazines. Since a unit on the newspaper constitutes a part of the grade XI course, it was not unexpected that the highest percentage of responses came at this grade level; in fact, 20 per cent of all grade XI teachers reported the use of newspapers and magazines.

Collections of filed materials--pamphlets, tearsheets, illustrative material--were reported in only six categories, three of these being the A categories in each grade. One would have surmised that the larger schools, with their greater resources would be the most likely to provide such aids. However, teachers in two categories other than A, in grade IX, reported the use of filed resource materials. In no category did the responses to this item exceed 15 per cent.

In Alberta, a Correspondence School Branch offers authorized courses by correspondence to students who for various reasons are unable to attend school. As part of its program it provides printed workbooks and study guides for its students. Six per cent of all teachers, distributed in seven categories, reported the use of Correspondence School guides as teaching aids.

Audio-Visual and Other Aids

In no category did responses indicating the use of audio-visual aids exceed 36 per cent. In only four categories out of fourteen, with respect to six different items, that is, in only four instances

out of 84, did the percentage of responses exceed 20 per cent. The use of the radio and the opaque projector were each cited in only one category; the responses for neither exceeded 10 per cent. The tape recorder was reported in five categories in the senior high school. Records were reported used principally in grade XII. Twelve per cent of all teachers reported using films; 11 per cent, filmstrips.³

The item, "other" aids, included single reports of a paperback book club, guest lecturers, English 2600, and the SRA Reading Laboratory.

Teachers' Resource Libraries

Although the nature of the question on instructional aids may not have suggested such comment, it is, nevertheless unusual that in a random sample of 296 teachers in this province, not one teacher mentioned the existence in any school of a language resources center, or of a language teachers' reference library, and that only 4 per cent of all teachers reported having files of resource materials for language.

³Data on audio-visual equipment and materials, cited in the Fifty-fifth Annual Report of the Department of Education, 1960, (Edmonton: Province of Alberta, 1960), pp. 89-98, reveal that in 1959-60, the Audio-Visual Aids Branch of the Department of Education had 4,600 films and 4,350 filmstrips for circulation to schools, the majority of which had film and filmstrip projectors. At the end of the same period the School Broadcasts Branch had approximately 1,000 taped programs (including one prepared specifically for high school literature classes). In this period five radio programs in the high school literature-language area were broadcast by the national network. For this period Alberta schools reported having nearly 2,200 radios, 500 radio-phonographs, 1,200 phonographs, and 400 tape recorders.

IX. USE OF DUPLICATED TEACHING MATERIALS

One means for a teacher to overcome some of the limitations of a textbook and to adapt instruction to his classes is by devising material which can be duplicated for class use. Since nearly all schools possess some type of duplicating equipment, the technical aspect of this practice rarely constitutes a problem. In the light of this background, teachers were questioned regarding their use of duplicated materials. Their responses are summarized in Table LXVII.

The range of the teachers' points of view regarding duplicated materials is expressed by the two comments which follow:

I use sheaves of them....They save classroom time.

I do not use them. I feel half our difficulties arise from too many mimeographed exercises, especially of the blank-filling type.

Despite such divergence of opinion, the use of duplicated materials was reported by over 75 per cent of the teachers in each of the categories except one. Within each grade the percentage of responses decreased from category A to category B.

Exercises in such areas as grammar, sentence structure and punctuation constituted the major proportion of the duplicated materials described. However, for any one of these areas, the use of duplicated materials rarely was reported by more than 15 per cent of the teachers in any category. The one exception, which was cited by more teachers than was any other item, was grammar. Twenty-eight per

TABLE LXVII
USE OF DUPLICATED MATERIALS

	XII				XI				IX						
	A	B	C	D	A	B	C	D	A	B	C	D	E	F	
1. Do not use ^a	5.3	5.9	15.0	23.1	0.0	0.0	0.0	6.3	12.5	11.1	10.0	12.5	12.5	25.0	62.5
2. Use ^b	94.7	94.1	85.0	76.9	100.0	100.0	93.7	87.5	88.9	90.0	87.5	87.5	75.0	37.5	
(a) Examinations	16.7	12.5	11.8	10.0	5.0	5.6	6.7	7.1	12.5	11.1	14.3	21.4	16.7	33.3	
(b) Grammar	11.1	18.8	37.5	10.0	40.0	33.3	20.0	42.9	29.2	38.9	28.6	28.6	25.0	100.0	
(c) Sentence structure	5.6	12.5	17.7	10.0	10.0	11.1	6.7	7.1	12.5	16.7	7.1	14.3	16.7	0.0	
(d) Vocabulary	5.6	25.0	17.1	0.0	10.0	22.2	13.3	14.3	4.2	5.6	7.1	7.1	16.7	0.0	
(e) Spelling	0.0	6.3	0.0	10.0	10.0	5.6	6.7	7.1	8.3	5.6	7.1	7.1	8.3	0.0	
(f) Punctuation	0.0	0.0	11.8	10.0	5.0	5.6	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
(g) Study questions	11.1	0.0	11.8	10.0	5.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	0.0	0.0	
(h) Notes and materials	11.1	31.3	0.0	20.0	0.0	0.0	0.0	0.0	0.0	5.6	0.0	0.0	0.0	0.0	
(i) Drill exercises	5.6	18.8	29.4	10.0	5.0	5.6	20.0	7.1	12.5	11.1	21.4	14.3	8.3	0.0	
(j) Samples and models	16.7	6.3	29.4	0.0	30.0	38.9	20.0	7.1	21.2	22.2	14.3	7.1	8.3	0.0	
(k) Other	16.7	6.3	11.8	10.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

^aPercentages opposite (1) and (2) represent distribution of total return.

^bSubheadings under (2) indicate the distribution of the kinds of materials, where these were specified, as percentages of the possible responses for each item.

cent of all teachers reported that they used duplicated exercises in grammar. In contrast, samples of students' writing and models from literary works were cited as duplicated teaching materials somewhat less frequently, being reported by 18 per cent of all teachers.

X. SUMMARY

The responses of the teachers in the study indicated that the majority of the writing assignments in grades IX, XI, and XII were expository.

Teachers' responses suggested that in the procedures which they followed in conducting a writing assignment they essentially attended to major steps and gave lesser attention to the minor procedures underlying these steps. Thus 60 per cent of the teachers reported the need for discussion and motivation preceding writing, but only a small proportion of them specified that they permitted a choice of topics, gave specific direction regarding the topic, indicated the specific purpose of an assignment, or developed a theme plan in class. While 75 per cent of the teachers required students to prepare plans or outlines prior to writing, only 10 per cent checked the plans. Although all teachers required an initial draft on an assignment, 50 per cent required a revised draft and all required a finished draft, fewer than 20 per cent of the teachers indicated that they provided some class time for these stages of composition. All teachers stated that they evaluated all themes assigned; fewer than one-third of them reported reading and discussing some themes in class, requiring revision and correction of errors, or teaching related lessons.

The use of a marking scale and subjective-intuitive marking were reported with substantially equal frequency as the two principal means of evaluating students' writing. Twenty per cent of the teachers in grade XII and 10 per cent of the teachers in grade IX indicated that they used the Department of Education final examination scale exclusively.

Teachers' comments suggested extremes in the matter of teaching specific writing skills. While some described promising procedures with respect to unity, topic sentence, introduction and conclusion, others indicated that they were experiencing problems and difficulties in these areas.

The teachers attempted to make some provisions for individual differences in their classes. In the larger schools (category A) between 10 and 20 per cent of the teachers reported that their classes were grouped homogeneously. About one-third of the teachers varied the difficulty of assignments; approximately one-quarter modified their expectations for students of varying abilities. Weak students appeared to be given special assistance about three times as frequently as were superior students.

Two criteria were used predominantly in determining a student's final grading in language: proficiency in written expression and the mastery of mechanics of expression. In the final determination of a student's standing, his achievement in writing assignments and on tests and examinations was given equal weighting.

As aids to instruction, printed materials were used much more extensively than audio-visual materials. With but four exceptions, fewer than 20 per cent of the teachers in any category reported the use of the radio, opaque projector, tape recorder, records, films and filmstrips. The use of duplicated materials was cited by 75 per cent of all teachers; the largest part of these materials related to spelling, grammar and punctuation.

CHAPTER VIII

LANGUAGE PROGRAMS AND TEXTBOOKS

The teachers in each grade of this study were asked, in items 16 and 17 of the questionnaire, to comment, first, on the language program, as outlined in the curriculum guide of the Department of Education for the province, and, second, on the authorized language textbook for the grade. Specifically, for each item, the teachers were to answer an identical sequence of four questions:

- A. What features or areas do you consider satisfactory?
- B. What features or areas would you revise?
- C. What features or areas would you delete?
- D. What material would you add?

Although teacher opinion was sought separately for each of the two items, the fact that the statement of content in the language curriculum guide for each grade was essentially a summary of the content of the language textbook for that grade¹ resulted in little differentiation being made between the responses to identical questions in the two items. Thus, the response which a teacher made to question 16(A), he repeated, essentially, for item 17(A). Or, he completed either item 16 or 17 and indicated that his response was relevant for the remaining item as well. With few exceptions, this was the characteristic pattern of response to these two items.

¹This point is discussed in detail in section IV, below.

To avoid a repetitious presentation of the data and to permit a more accurate and concise treatment of it, the decision was made to group, in each questionnaire, the responses to each pair of identical questions in items 16 and 17 and to treat each pair of responses as a single response.

This treatment of the responses does not invalidate the data or affect the conclusions to be drawn from them. In tabulating the responses, the limited number of items which referred only to the curriculum guides or to the textbooks were classified separately into identifiable categories in the tables. The majority of the items drawn from the responses were valid comments on both the curriculum guides and the authorized textbooks and are discussed in this relationship in this chapter.

The responses to each question are summarized in four tables for each grade; the letter designation for each table corresponds to the letter identifying each of the questions (A, B, C, D) listed above. The tables incorporate the responses for each grade as follows:

Grade XII: Tables LXVIII A, B, C, D.

Grade XI: Tables LXIX A, B, C, D.

Grade IX: Tables LXX A, B, C, D.

I. GRADE XII

In grade XII, language and literature were taught in a single course, English 30. The text for the course was Thought and

Expression,² a survey of types of literature. The selections served both as a subject of study and as a basis for various kinds of writing. In addition, a language handbook, Guide to Modern English³ was authorized. As a result of the organization of the course, some of the responses were relevant to literature rather than to language; however, all responses were included in the tables because of the correlation of the two areas in the English program.

General Reaction to Course and Textbook

Some of the teachers in each grade, in addition to making specific comments, expressed general satisfaction or dissatisfaction with the course and text, as a whole (Table LXVIII A). In grade XII, 44 per cent of the teachers responding made such a general evaluation. Of this group, 29 per cent were highly satisfied, 57 per cent were satisfied, and only 14 per cent were dissatisfied with the course and text. Thirty per cent of all teachers reported satisfaction with the language handbook. No unfavorable comments were received regarding it.

Areas Considered Satisfactory

In addition to approving the course and textbook generally, the majority of grade XII teachers gave specific approval to the sections

²M. D. Meade, F.M. Salter, W.S. Waddell, H. T. Coutts, J. W. Chalmers, Thought and Expression (Toronto: Longmans, 1955).

³R. K. Corbin, P. G. Perrin, and E. W. Buxton, Guide to Modern English (Toronto: W. J. Gage, undated).

of the course, with the exception of the units on the magazine and on style (Table LXVII A). Fewer than 7 per cent of all the grade XII teachers responding expressed satisfaction with either.

TABLE LXVIII A
AREAS OF LANGUAGE COURSE AND TEXT CONSIDERED SATISFACTORY
BY GRADE XII TEACHERS*

	Categories			
	A	B	C	D
(1) Highly satisfied with entire course	17.7	26.7		8.3
(2) Satisfied with entire course	41.2	20.0	15.8	25.0
(3) Dissatisfied with entire course	11.8	6.7	5.3	
(4) Specific Areas of Satisfaction				
(a) Essay	11.8	6.7	36.8	8.3
(b) Short Story	11.8	6.7	36.8	33.3
(c) Drama	11.8	20.0	26.3	25.0
(d) Poetry	5.9	6.7	31.6	16.7
(e) Magazines		13.3		16.7
(f) Style	5.9			
(g) Language handbook	41.2	20.0	36.8	33.3
(h) Integration of language and literature			10.5	
Number of responses to question	17	15	19	12
Size of sample return	19	20	21	20

*Expressed as percentages of the total number of responses in each category.

Areas Considered Requiring Revision

Revision was suggested most strongly for three areas of the course and the textbook (Table XLVIII B). Nineteen per cent of the teachers felt that the poetry selections in the text provided too limited a background for effective teaching of this area of literature. As a number of teachers had expressed dissatisfaction with the units on the magazine and on style, so approximately 15 per cent of all

grade XII teachers desired revision of these units. Seventeen per cent of the teachers wished more emphasis directed to composition.

TABLE LXVIII B
AREAS OF THE LANGUAGE COURSE AND TEXT WHICH GRADE XII
TEACHERS CONSIDER REQUIRE REVISION*

	Categories			
	A	B	C	D
(1) (a) Essay		20.0	7.1	28.6
(b) Short story			42.9	
(c) Drama			14.3	
(d) Poetry	18.8	20.0	21.4	14.3
(e) Magazines	18.8		50.0	14.3
(f) Style	18.8	10.0	14.3	28.6
(g) Reading			42.9	
(2) Literature selections generally	12.5		14.3	
(3) Composition: give more emphasis	12.5	10.0	14.3	14.3
(4) Nature of exercises: more on composition	6.3	10.0		
(5) Background material for selections: provide more		10.0		
(6) Separate language and literature	12.5		7.2	
(7) No revisions desired		30.0		
Number of responses	16	10	14	7
Size of sample return	19	20	21	20

*Expressed as percentages of the total number of responses in each category.

Areas Considered Requiring Deletion

Two areas were suggested for deletion (Table XLVIII C). The unit on the magazine was cited by 49 per cent of the teachers.⁴

⁴It should be noted that while grade XII teachers expressed strongest dissatisfaction with the units on the magazine and on style, they qualified their dissatisfaction with the latter by expressing only a limited desire to delete it. A greater percentage of all the teachers suggested revision of the unit on style; a few suggested expansion of it.

Thirteen per cent of the teachers responding objected to the nature of many of the textbook exercises and suggested that they be replaced by others which were more "useful." No deletions were deemed necessary by 26 per cent of the teachers.

TABLE LXVIII C
AREAS OF LANGUAGE COURSE AND TEXT WHICH GRADE XII
TEACHERS CONSIDER REQUIRE DELETION*

	Categories			
	A	B	C	D
(1) (a) Short story	6.7		10.0	
(b) Poetry				33.3
(c) Magazines	40.0	37.5	70.0	50.0
(d) Style	6.7	12.5		
(e) Reading			10.0	
(2) Exercises: Replace with more "useful"	20.0	25.0		
(3) No deletions desired	20.0	25.0	40.0	16.7
Number of responses	15	8	10	6
Size of sample return	19	20	21	20

*Expressed as percentages of the total number of responses in each category.

Areas Considered Requiring Expansion

A number of areas were suggested for expansion or addition (Table XLVIII D). Twenty-five per cent of the teachers desired more emphasis on composition through more writing assignments, more models for study and greater provision for functional writing. Other suggestions included greater stress on oral language and the addition of material on semantics and on the history of the language.

TABLE XLVIII D
CONTENT WHICH GRADE XII TEACHERS WOULD EXPAND OR ADD TO
THE LANGUAGE COURSE AND TEXT*

	Categories			
	A	B	C	D
(1) (a) Essay	5.9		5.9	
(b) Poetry	5.9	6.7	5.9	11.1
(c) Style	5.9		17.7	
(2) More emphasis on composition	5.9		23.5	11.1
(3) More models for composition	11.7	6.7		11.1
(4) Practical writing: letters, reports, etc.		6.7	5.9	22.2
(5) Exercises: drill in grammar, spelling	5.9	20.0	23.5	33.3
(6) Background information: authors, selections		40.0	5.9	33.3
(7) More specific outline of leisure reading program		13.3	5.9	33.3
(8) More examples of figures of speech		6.7	5.9	11.1
(9) Oral language: debates, panels			11.75	
(10) Other: semantics, mass media, history of language	5.9		29.4	
(11) No additions desired	41.2			
Number of responses	17	15	17	9
Size of sample return	19	20	21	20

*Expressed as percentages of the total number of responses in each category.

Twenty-four per cent of the grade XII teachers responding requested more exercises in grammar, spelling and vocabulary. Twenty per cent desired more background information in the textbook with respect to authors and selections. The majority of responses regarding the last two items came from categories B, C, and D, which represent smaller schools in the province. It is probable that additional responsibilities for subjects other than language, as well as limited reference materials, both characteristic of small schools, influenced teachers in these schools to emphasize the two items. Teachers in

category A desired fewer additions than did other teachers; 41 per cent in category A wanted no additions made to the course or text.

In the teachers' responses, divergence of opinion was not uncommon. The nature of the differences may be gathered from some selected comments:

Generally, this is the lost English course on the curriculum, I don't consider any area very satisfactory.

I consider the course excellent except for the lack of time to do it justice.

The correlation of language and literature is sensible.

Separate language from literature.

The teacher is free to develop the course as he thinks best.

Add on appendix of notes to which the student could refer. Too much work is left to the teacher.

II. GRADE XI

General Reaction to Course and Textbook

In grade XI, 29 per cent of the teachers responding made specific comments regarding their satisfaction with the course and textbook,⁵ generally. Of this group, 11 per cent were highly satisfied, 33 per cent were satisfied, and 56 per cent were dissatisfied with the course and the textbook.

⁵M. Gray, C. Hach, M. Meade, W. Waddell, English for Today, II (Toronto: Longmans, 1954).

Reaction to Specific Areas of the Course and Textbook

The nature of the distribution of the responses of grade XI teachers, to the questions on the course and the text, suggested that a summary of the data would be most revealing if presented in terms of the range of the teachers' responses to specific areas of the course and the textbook (Tables LXIX A, B, C, D).

The teachers' opinion was divided with respect to specific units of the course and textbook. Thus, regarding the unit on business letters, 29 per cent of the teachers responding were satisfied with it, 18 per cent would have liked it revised, 13 per cent suggested that it be deleted. Similarly, regarding the unit on newspapers, 37 per cent of the teachers were satisfied with it in its existing form, 20 per cent wanted it revised, and 33 per cent wanted it deleted. Corresponding ranges of opinion on other items can be noted. However, if suggestions for both deletion and revision are interpreted as constituting dissatisfaction, then the responses reinforce the data cited earlier regarding teachers' dissatisfaction with the course generally and with the text particularly.

One item requires comment. The fact that a total of 40 per cent of all teachers responding suggested either revision or deletion of the unit on the use of the library should not be interpreted as any indication of their opposition to library use. Consistently their comments revealed that the limited state of school libraries and of library resources made unrealistic any consideration of the use of

TABLE LXIX(A)

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AREAS OF LANGUAGE COURSE AND TEXT CONSIDERED SATISFACTORY
BY GRADE XI TEACHERS*

	Categories			
	A	B	C	D
(1) Highly satisfied with entire course	5.9		5.9	
(2) Satisfied with entire course	11.8		11.8	14.3
(3) Dissatisfied with entire course	17.7	13.3	11.8	21.4
(4) Specific areas of satisfaction				
(a) Oral language	11.8	6.7	5.9	14.3
(b) Business letters	17.7	40.0	29.4	35.7
(c) Newspaper	29.4	46.7	29.4	42.9
(d) Research paper	11.8	20.0	11.8	7.1
(e) Expository writing	35.3	26.7	5.9	14.3
(f) Composition generally	17.7		5.9	
(g) Vocabulary	17.7	26.7	23.5	21.4
(h) Use of the library	17.7	6.7		
(i) Language handbook	17.7	6.7		
Number of responses	17	15	17	14
Size of sample return	25	20	20	19

* Expressed as percentages of the total number of responses in each category.

TABLE LXIX(B)

AREAS OF THE LANGUAGE COURSE AND TEXT WHICH GRADE XI
TEACHERS CONSIDER REQUIRE REVISION*

	Categories			
	A	B	C	D
(1) Text, generally	42.8	14.3	21.4	23.1
(2) (a) Oral language	7.1	14.3	7.1	
(b) Business letters	7.1	28.6	21.4	23.1
(c) Newspaper	28.6	28.6	7.1	15.4
(d) Research paper	7.1	7.1		7.7
(e) Expository writing	7.1	7.1		
(f) Composition generally	14.3	7.1		15.4
(g) Vocabulary		14.3	14.3	
(h) Use of the library		21.4	14.3	23.1
(i) Grammar	14.3	14.3	14.3	23.1
(3) No revisions desired			7.1	15.4
Number of responses	14	14	14	13
Size of sample return	25	20	20	19

* Expressed as percentages of the total number of responses in each category.

TABLE LXIX(C)

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AREAS OF LANGUAGE COURSE AND TEXT WHICH GRADE XI
TEACHERS CONSIDER REQUIRE DELETION*

		Categories			
		A	B	C	D
(1)	(a) Oral language	25.0	36.4	25.0	
	(b) Business letters	16.7	27.3		
	(c) Newspaper	33.3	27.3	37.5	33.3
	(d) Research paper	8.3			
	(e) Expository writing		9.1		
	(f) Vocabulary	8.3		25.0	22.2
	(g) Use of the library	25.0	36.4	25.0	11.1
(2)	The text		9.1		
(3)	No deletions desired	8.3		12.5	33.3
Number of responses		12	11	8	9
Size of sample return		25	20	20	19

* Expressed as percentages of the total number of responses in each category.

TABLE LXIX(D)

CONTENT WHICH GRADE XI TEACHERS WOULD EXPAND OR ADD TO
THE LANGUAGE COURSE OR TEXT*

		Categories			
		A	B	C	D
(1)	(a) Oral language	11.8			
	(b) Business letters			5.9	
	(c) Composition generally	11.8	35.7	23.5	53.9
	(d) Vocabulary	29.4	21.4	5.9	7.7
(2)	Exercises	23.5	21.4	17.7	
(3)	Models	17.7	35.7	5.9	
(4)	Grammar	35.3	50.0	47.1	61.5
(5)	Reading skills	5.9		11.8	30.8
(6)	Mass media	5.9			
(7)	History of the language			11.8	
(8)	Integrate language and literature			5.9	
Number of responses		17	14	17	13
Size of sample return		25	20	20	19

* Expressed as percentages of the total number of responses in each category.

card catalogues and the broad range of standard references.

Twenty-one per cent of all teachers responding suggested an extension of composition in the language program. Fifteen per cent desired the inclusion of more models for composition study.

A greater proportion, 37 per cent of all the grade XI teachers, wanted more grammar added to the program. This request increased inversely according to the size of the school. Sixteen per cent of all teachers desired more exercises, particularly in grammar.

In their responses, many teachers in all categories were critical of the presentation of the material in the textbook. The following comments are representative of this point of view.

The text contains too much wordy and repetitive explanation.

Generally, [there is] too much repetitive explanation.

The book is "puffed" beyond reason.

On the other hand, teachers who were satisfied with the course and text expressed views such as the following:

I like the course. It is flexible and useful. If properly done it should add to a person's competence in any walk of life.

III. GRADE IX

General Reactions to the Course and Textbook

In grade IX, 54 per cent of all teachers responding commented

generally regarding the language course and text.⁶ Of this group, 2 per cent were highly satisfied, 44 per cent were satisfied and 54 per cent were dissatisfied with the course and the text (Table LXX A).

TABLE LXX A
AREAS OF LANGUAGE COURSE AND TEXT CONSIDERED
SATISFACTORY BY GRADE IX TEACHERS*

	Categories					
	A	B	C	D	E	F
(1) Highly satisfied with entire course	3.1					
(2) Satisfied with entire course	25.0	16.7	15.4	25.0	33.3	33.3
(3) Dissatisfied with entire course	43.8	11.1	23.1	31.3	16.7	33.3
(4) Specific areas of satisfaction						
(a) Business meetings	18.8	27.8	23.1	31.3	41.7	44.4
(b) Business letters	28.1	38.9	30.8	18.8	25.0	22.2
(c) Vocabulary and semantics	9.4	5.6	7.7	6.3		
(d) Grammar	18.8	11.1	30.8	12.5	8.3	
(e) Sentence structure	9.4	5.6				
(f) Paragraph	12.5	33.3	23.1	18.8	41.7	44.4
(g) Essay	15.6	11.1	15.4	18.8	33.3	22.2
(h) Précis and outline	6.2	11.1				
Number of responses	32	18	13	16	12	9
Size of sample return	32	23	20	20	19	18

*Expressed as percentages of the total number of responses in each category.

Areas Considered Satisfactory

Teachers regarded as most satisfactory the units on business letters and business meetings, 30 per cent of all grade IX teachers identifying each item (Table LXX A). The units on the paragraph and

⁶H. S. Baker and C. Campbell, Words and Ideas, III (Toronto: W. J. Gage, 1953).

on the essay were cited next most frequently, by 25 per cent and 18 per cent of all teachers, respectively.

Areas Considered Requiring Revision

A number of revisions were suggested by the teachers (Table LXX B). Although the grade IX textbook devotes a substantial proportion of material to a broad consideration of grammar, 41 per cent

TABLE LXX B
AREAS OF THE LANGUAGE COURSE AND TEXT WHICH GRADE IX
TEACHERS CONSIDER REQUIRE REVISION*

	Categories					
	A	B	C	D	E	F
(1) The correlation of language with social studies	7.1	5.9		6.3		
(2) The course and text generally	21.4	35.3	26.7	12.5	23.1	20.0
(3) (a) Vocabulary and semantics	32.1	29.4		37.5	23.1	
(b) Composition generally	25.0	5.9	26.7	25.0	7.7	
(c) Grammar	46.4	35.3	40.0	31.3	38.5	60.0
(4) Increase in exercises and assignments	28.6	5.9	6.7	6.3	23.1	40.0
(5) Desire to correlate language with literature	10.7			6.3		
(6) No revisions desired	3.6		6.7			
Number of responses	28	17	15	16	13	5
Size of sample return	32	23	20	20	19	18

*Expressed as percentages of the total number of responses in each category.

of all teachers, desired a revision of the grammar sections of the text. Essentially, they suggested a more detailed treatment of grammar, with more exercises for students. Twenty-five per cent of all teachers wanted a reduction of the sections on vocabulary and semantics. An

equal percentage desired an expansion of the material on composition. An increase in the number of exercises and assignments was suggested by 16 per cent of the teachers. Twenty-five per cent of the teachers requested general revision of both course and textbook.

Areas Considered Requiring Deletion

The most controversial area in the grade IX textbook consisted of four chapters devoted to vocabulary and semantics which 46 per cent of all teachers urged be deleted (Table LXX C). A further 25 per cent had wanted this area revised; only 5 per cent had found it satisfactory. Teachers' attitudes toward this material are reflected in the following comments:

TABLE LXX C
AREAS OF LANGUAGE COURSE AND TEXT WHICH GRADE IX
TEACHERS CONSIDER REQUIRE DELETION*

	Categories					
	A	B	C	D	E	F
(1) (a) Reference materials and techniques	5.0		11.1	10.0	20.0	
(b) Business meetings	5.0	8.3				
(c) Vocabulary and seman- tics	50.0	41.7	55.5	30.0	40.0	33.3
(d) Grammar	10.0					
(2) Entire text	10.0	41.7		40.0	40.0	66.7
(3) No deletions desired	30.0	25.0	55.6	20.0	20.0	
Number of responses	20	12	9	10	5	3
Size of sample return	32	23	20	20	19	18

*Expressed as percentages of the total number of responses in each category.

It seems to be too difficult for students to understand.

The first four chapters contain good material, but students get lost in it.

Chapters I - IV are comprehended only by top students.

Twenty-five per cent of the teachers indicated their dissatisfaction with the textbook by urging its deletion. On the other hand, 37 per cent of the teachers desired no deletions from the textbook.

Areas Considered Requiring Expansion

While the units on the paragraph and essay were considered generally satisfactory, they were regarded as too narrow in their treatment. Twenty-eight per cent of all teachers responding suggested that the material on composition be expanded; twenty-three per cent desired a greater number and variety of composition models in the text (Table LXX D).

TABLE LXX D
CONTENT WHICH GRADE IX TEACHERS WOULD
EXPAND OR ADD TO TEXT*

	Categories					
	A	B	C	D	E	F
(1) Exercises and assignments	60.0	100.0	61.6	38.5	75.0	100.0
(2) Composition generally	28.0	12.5	46.1	46.1	25.0	
(3) Composition models	36.0	12.5	23.1	7.7	37.5	16.7
(4) Oral language	4.0	12.5				
(5) Spelling	16.0			15.4	12.5	
(6) Vocabulary	12.0		15.4	7.7	25.0	
(7) Book reviews	4.0	6.3				
(8) Friendly letter	4.0					
(9) History of the language	4.0					
(10) No additions desired	4.0		7.7			
Number of responses	25	16	13	13	8	6
Size of sample return	32	23	20	20	19	18

*Expressed as percentages of the total number of responses in each category.

The exercises and assignments in the textbook were considered inadequate by 70 per cent of all the grade IX teachers responding. They felt that more exercises, largely in grammar, should be added.

IV. THE COURSES OF STUDY

A comprehensive examination of the Alberta courses of study in language exceeds the objectives of this survey. However, the nature of the comments made by a number of teachers to the question treated in the preceding section suggests several observations.

Specifically, the types of comments referred to are illustrated by the following extracts from teacher responses:

Add: A more definite language program.

There is no definite language program in grade XII. A summary of the contents of the text is insufficient.

State more specifically in the course of studies an organized program of the aspects of language to be dealt with. A summary of the text is not enough.

The course of studies is too vague. One separate from social studies would be helpful [in grade IX].

What course of studies?

I can't answer [about the course of studies] because I don't use it any more. My aim: to teach each student to write and pass grade IX with the best mark possible.

There is needed a continuity in the language program from grade to grade.

Anyone who follows the text page by page is not teaching language.

While such general comments did not constitute a high proportion of responses, nevertheless they did suggest a sequence of observations regarding the courses of study.

Although the courses of study for language do go beyond listing the course content, it is accurate that the statement of content for each of the high school grades consists of an outline of the content of the authorized text. As a result, despite any injunctions to English teachers that "the text should not become the course," the teacher is faced with the anomaly that the text is the course.

Within this context another factor becomes operative. While the curriculum guides for both the junior and senior high schools state that there is "nothing mandatory about the order in which the chapters should be taken,"⁷ they recommend that, because of frequent transfer of students, because of the sequence built into the text by authors, and for teachers of limited experience, the chapter sequence of the text be followed. While all these reasons have merit, the result of this situation may be that teachers not only accept the text, with any limitations it may have, as the course, but that they do not depart from the page-to-page sequence of the text. Thus, the course may become more text-oriented than student-oriented. Furthermore, close adherence to both content and sequence of texts, which usually classify

⁷Interim Senior High School Curriculum Guide (Edmonton: Department of Education, Province of Alberta, 1962), p. 19.

the various areas of language into distinct sections or chapters, may tend to fragment language instruction rather than to integrate it.

The text as the course of studies poses yet another problem. This relates to the relative emphases to be given the various areas of language. For example, at the grade IX level, three out of twelve chapters may be said to relate specifically to the teaching of composition. Is this to be interpreted as indicating the relative emphasis to be placed on composition in the grade IX program? The danger in using a text summary as a statement of course content lies in the probability that, despite any directions or amplifications in the course of studies, the emphases of the text will constitute the emphases of the course. And since many texts are concerned with the grammatical and other principles thought to govern the use of language, the emphasis in the classroom may be primarily upon a study of the principles to the detriment of their application to practice.

The rigid adherence to the sequence of a text may raise other inconsistencies. For example, at the grade IX level, the chapters on composition are to be found in the second half of the text. Yet it could hardly be assumed that grade IX students would be involved in writing themes for half of the school year before they were introduced to any considerations of the formal aspects of composition designated for their grade. In the same grade, the course of studies suggests correlating language and social studies. The intent is that students would base much of their writing on social studies content, and engage,

to some extent, in minor research and report writing. Yet, if the teacher followed the sequence of the language text, he would not take up the skills of research and reporting until he came to the chapter on Reference Materials and Techniques, the last chapter of the text. Analogous examples could be drawn for other grade levels.

Sequence through the grades in the high school was commented on by several teachers. Granting even that some adaptation of textbooks is made, it may be questioned whether outlines of content of textbooks written by different authors for each of grades IX, XI, and XII, provide, as statements of course content, sufficiently for sequence in the high school language programs.

V. SUMMARY

Forty-four per cent of the teachers in grade XII, 29 per cent in grade XI, and 54 per cent in grade IX commented generally on the language course and the language textbook for the grade in which they taught. In grade XII, over three-quarters of the teachers making this general comment were satisfied with the course and textbook. More than one-half the teachers in grades XI and IX who made this general comment expressed dissatisfaction with their respective course and textbook.

Of the specific areas of the courses and textbooks in the three grades, composition and grammar were commented on most consistently. Thus 30 per cent of the teachers in grade XII, 36 per cent in grade XI and 28 per cent in grade IX desired expansion of the treatment of

composition. In addition, teachers in ranges of 13-25 per cent in the three grades requested the inclusion of more composition models as well as more exercises and assignments in composition in the texts. Thirty-seven per cent of the teachers in grade XI, and 41 per cent in grade IX wanted more grammar in the courses. Twenty-four per cent of the teachers in grade XII, 16 per cent in grade XI, and 70 per cent in grade IX urged the inclusion of more exercises, principally in grammar.

A number of teachers made reference to the nature of the courses of study in language for the three grades. Their comments questioned the adequacy of course outlines which were essentially summaries of authorized textbooks and inquired about the degree of sequence which might be attained in language through the grades on the basis of these course outlines.

CHAPTER IX

PROBLEMS AND DIFFICULTIES

Besides being requested to provide certain specific data relating to the teaching of composition, the language teachers in grades XII, XI, and IX were asked to identify and comment on their most pressing problems and difficulties in the teaching of composition. Their responses to this question are discussed in this chapter.

I. TIME

The General Problem

Foremost among the language teachers' problems is the matter of time (Table LXXI). Of the 296 teachers returning the questionnaire, 275 responded to the question relating to problems and difficulties; of these, 78 (28 per cent) indicated that inadequate time was a factor in preventing them from treating the teaching of composition as they believed it should be treated. The majority of these responses fell into those categories in which pupil loads were high. Thus, in categories XIIA and XIA, for which the median pupil load in language was 92 (Table XXIV, page 71), 61 per cent of the teachers listed "time" as their most pressing problem (Table LXXI). Similarly, in categories XIIB, XIB, and IXA, for which the median pupil loads in language ranged from 50 to 57 (Table XXIV), 35-40 per cent of the teachers

TABLE LXXI

PROBLEMS AND DIFFICULTIES WITH RESPECT TO THE TEACHING OF COMPOSITION,
AS REPORTED BY TEACHERS: TIME

	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
(1) Teachers who report insufficient time as greatest problem in ^a teaching composition	61.1	38.9	38.1	16.7	60.9	40.0	27.8	33.3	34.4	9.5	5.3	5.0	11.8	26.7
(2) Teachers reporting insufficient time for														
(a) Writing practice	16.7	11.1	19.1	5.6	4.4	5.0	0.0	6.7	3.1	0.0	5.3	0.0	0.0	0.0
(b) Marking	50.0	33.3	33.3	11.1	39.1	40.0	22.2	40.0	31.3	9.5	5.3	5.0	0.0	13.3
(c) Checking revisions	5.6	5.6	0.0	0.0	21.7	0.0	11.1	13.3	6.3	0.0	0.0	0.0	0.0	6.7
(d) Comment and follow-up	5.6	0.0	4.8	5.6	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	5.9	0.0
(e) Preparation	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0
(f) Counselling	0.0	0.0	0.0	0.0	17.4	0.0	11.1	0.0	9.4	0.0	0.0	0.0	0.0	20.0
(g) Reading (Profes- sional growth)	11.1	5.6	0.0	0.0	0.0	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(3) Teachers who specify load and relate to time	22.2	11.1	0.0	0.0	17.4	10.0	4.4	6.7	0.0	0.0	0.0	0.0	0.0	0.0
(4) In addition to above, teachers who report that present time assigned to course is insufficient to do justice to the con- tent ^d	27.8	16.7	14.3	5.6	0.0	5.0	4.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number in category	19	20	21	20	25	20	20	19	32	23	20	20	19	18
Number responding	18	18	21	18	23	20	18	15	32	21	19	20	17	15

^aThis is the percentage of all teachers responding to the question who cited lack of time.

^b(2) is a breakdown, to the degree that teachers specified sub-items, of (1). Percentages are based on the total number of teachers responding to the question.

^c(3) represents reports of load, made in addition to (1), but related to consequent problems of time. Percentages are based on the total number of teachers responding to the question.

^dPercentages are based on the total number of teachers responding to the question.

stressed "time" as the most serious concern. With minor deviations, the percentage of responses regarding "time" decreased through the categories in each grade directly with median pupil load (cf. Table XXIV).

That teachers with heavy pupil loads in language were not the only ones with problems relating to time is suggested, as well, by the data in Table LXXI. Between 10 and 35 per cent of the teachers in category D of grades XII and XI and in categories E and F in grade IX also indicated problems with respect to time. Their responses may reflect the fact that these teachers worked in non-standard instruction-time schools; they were responsible for instruction in a number of subjects through a range of several grades. In category IXF, they taught grades I-IX in one-room schools.

Time and Composition

In Table LXXI (2) is presented an analysis of the information contained in part (1) of the same table. Some teachers stated only that insufficient time was a factor in reducing the efficiency and effectiveness of their teaching in composition. Others expanded their comments and indicated how inadequate time limited them in a number of practices which they considered important for developing language skills in pupils. The responses of this latter group have been classified in part (2). Lack of time for effective evaluation was mentioned in all but one of the fourteen categories. In categories

A and B of each grade, it was, essentially, most stressed; in category A of the three grades, 45 per cent of the teachers responding cited this problem. Related to this problem, because of the implications for marking, is the item of increased writing practice, that is, of assigning more themes; this item was the second most frequently noted. Teachers also indicated, as problems, the need for sufficient time for checking revisions, for comment on themes and for follow-up work, for student counselling and for lesson preparation. A smaller proportion indicated their problem in keeping up with reading, in keeping professionally informed. The responses to this question suggest that language teachers themselves were aware of the limitations placed upon the effectiveness of their instruction in composition by high pupil loads and by the demands of multiple lesson preparation.

Some of the comments of the teachers illustrate the above point. To the question, "What do you consider to be the most pressing problems or difficulties with respect to the teaching of composition?", they replied:

Time! Energy!

Time to mark and write helpful comments. Time to check revised essays.

More time is needed so that more student effort is directed to written work.

Time: To do more writing in class.

For me to mark themes.

For me to do more reading for the course.

Time to mark the number of essays I'd like to give, and time to prepare new material, and time for reading and research.

The most pressing problem is to find enough time to give enough practice in writing....Then, of course, there is the marking!

The time element: I cannot mark enough themes. Then, I don't have enough time to discuss weaknesses either with the class or individual students.

The most pressing problem is getting the time to check the compositions that are necessary.

Time to assign more writing. Time for the teacher to mark it.

Marking (The volume of work is terrible). Remarking revisions.

Adequate time to check thoroughly and an opportunity to discuss with each student his weakness.

Time to mark the number of paragraphs and essays they should do to have adequate composition practice.

Time for checking is a big problem. I feel pupils must practice in writing sensible English in any subject, and find that many who can fill blanks and pick the right one of three in a test are floored when confronted with sentence or paragraph answers.

Not enough time for individual help: marking, helping during writing, checking.

Teachers of language need a considerable amount of writing time, if the writing program is to be successful.

The most pressing problem is finding sufficient time to adequately mark student themes and to do the remedial work which should be done after the themes are corrected. Themes themselves have no value unless students can learn something by doing them.

The marking of the written work. The students need a great deal of practice in writing, but continued writing... shows no improvement unless the work receives special comments and suggestions, and the student revises the first effort and compares the difference.

These quotations are taken from comments made by teachers of each of the three grades surveyed, although they represent principally, categories A and B, in which the heaviest pupil loads were to be found.

Time and Pupil Load

In addition to the teachers in the study who specifically cited insufficient time as a problem, a number of teachers identified heavy pupil loads as creating the problem of insufficient time for effective teaching of composition. The additional responses are summarized in Section 3 of Table LXXI. In category A of grades XII and XI, 22 per cent and 17 per cent of the teachers, respectively, cited this problem. When the percentages for Sections 1 and 3 of Table LXXI are added, it is apparent that in category A of grades XII and XI, for which the median pupil load in language was 92, 83 per cent and 78 per cent of the teachers, respectively, cited time as their most pressing problem.

Selected comments made by the teachers expand on the nature of the problem:

Large classes which necessitate hours of marking of themes.

Large classes, resulting in a great deal of checking and reading. I find that students do not get to write a great deal for the above reasons.

Corrections and revisions are of prime importance. I find that teaching loads are such that there isn't time to adequately check and revise themes.

Not enough time to mark written assignments. To write well one must practice a great deal; however, most English teachers are loaded to the extent that what could be an adequate amount of writing by a student cannot be properly attended to.

I have found teaching language enjoyable, but marking themes... deadly. When I have two or three language classes, I hesitate to give writing assignments. In fact, I have often not given them. I know it means 50-60 themes to mark....And if I haven't time to mark them, I'm not going to assign them.

Too heavy a teaching load, producing at times an almost unbearable marking load. Smaller classes (25 a maximum) would allow more chance for individual counselling. Language is so much a personal matter that one must have a chance to meet a student where he is, not where one wishes he were.

Load: What can one do with 160 grade XII students? Two full themes a month for each student would require at least 40 hours a month in marking alone. Yet two themes a month is not really enough.

Time and Course Content; the Problem in English 30

In addition to the problem of time imposed by heavy pupil loads and multiple preparations, a number of teachers listed time as a difficulty in another sense. Specifically, they felt that the content assigned to the language course in their grade could not be covered adequately in the time allotted. In particular, comments to this effect were made by teachers in grade XII regarding English 30, a course in language and literature which is allotted five periods a week. Twelve out of seventy-five grade XII teachers (16 per cent) expressed points of view regarding this problem (Table LXXI 4).

Characteristic of their comments are these quotations:

I do not think there is enough class time for all that is required in the grade XII English course. Our timetable allows 37 minutes daily. If one wants to cover the text, Thought and Expression, and do as much work as is required in the field of writing, perhaps one hour per day would be more realistic.

The lack of time allotted to the course. It should be at least ten credits.

Having the time to spend on language in grade XII, when there is only one period given to both literature and language.

In grade XII, there is not enough time to cover the literature in the prescribed 60-40 split in time for writing and study of literature.

The five periods a week are not sufficient to cover the material for English 30. A subject that rates two three-hour tests [Departmental Examinations] should be allotted more time.

We should have five periods a week for writing and three for literature, as in the other high school grades.

Time to teach composition without sacrificing time that must be devoted to literature understanding and appreciation.

With literature and composition condensed to five periods a week, there is no time to do justice to either.

At the grade XII level, three periods a week devoted to language is entirely unrealistic and unsatisfactory if language is to gain respectability.

In addition, grade XII teachers made the same point in answer to other parts of the questionnaire, principally in the sections dealing with the course of studies and the text (Items 16 and 17, Appendix A). In these sections, 24 grade XII teachers (30 per cent of all grade XII teachers who returned the questionnaire) indicated that the content of the English course could not be adequately covered in the time allotted

to the course. The distribution of these comments is summarized below:¹

<u>Category</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Total</u>
Number of teachers in category	19	20	21	20	80
Number citing inadequate time for course	10	6	7	1	24

The teachers' points of view regarding this problem are indicated in these comments selected from their responses regarding the course and the text:

I like the course. It is the time allotment I don't like.

As long as we're expected to do so much, it's a question of deleting, not revising.

All that is needed is time. [Re: What would you add to the course?]

Don't need to add anything. The main requirement is time to do a better job of what we have.

I take much of the language part for granted. The other [literature] takes so much time.

[Regarding additions:] None. Not enough time to do properly what is in the course now.

The text is good, but [contains] too much material for the time allotted.

¹When teachers' responses regarding adequacy of time for the course were checked in items 16, 17, and 18 of the questionnaire, to avoid duplication in summarizing responses, it was found that 27 grade XII teachers, 34 per cent of the total sample and 63 per cent of the teachers in category XIIIA, cited the time authorized for the course as being inadequate.

Five periods per week for both literature and composition is too brief. Should not assume that student knows how to write by grade XII.

Like more chance to study style, etc., but don't know when.

Need five periods per week for composition, three for literature.

[Regarding additions:] Don't see how I'd get any more in.

Allocate double the time of the present program [to the course].

Another side of this problem has been noted in Chapter VI.

Although the course of study stipulated that, in English 30, 60 per cent of the time should be devoted to composition and 40 per cent to literature, teachers reported that the reverse is the practice. Teachers of category A indicated that they spent twice as much time on literature as they did on composition.

II. SKILLS

Grammar and Sentence Structure

The second general area of concern centered on pupils' weaknesses in writing and in related language skills (Table LXXII). The main problem emphasized related to pupils' weaknesses in the mechanics of the language, inadequacies in grammar being identified by 10-30 per cent of the teachers in each of the categories. In nearly all cases where "expression" was the problem cited, the reference was invariably to students' lack of knowledge of grammatical structure. When the percentage of responses to this item is added to the percentages for

TABLE LXXII

PROBLEMS AND DIFFICULTIES WITH RESPECT TO THE TEACHING OF COMPOSITION:
STUDENT WEAKNESSES IN WRITING AND ASSOCIATED SKILLS*

Problems	XII						XI						IX					
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Expression (general weaknesses)	16.7	5.6	4.8	0.0	4.4	5.0	0.0	6.7	3.1	9.5	15.8	10.0	5.9	6.7				
Grammar	11.1	33.3	4.8	11.1	17.4	20.0	11.1	13.3	18.8	28.6	10.5	20.0	11.8	20.0				
Sentence structure	5.6	5.6	14.3	5.6	8.7	5.0	11.1	6.7	33.3	47.6	31.6	25.0	35.3	26.7				
Spelling	16.7	5.6	4.8	11.1	8.7	5.0	5.6	13.3	6.3	9.5	15.8	30.0	5.9	13.3				
Vocabulary	5.6	16.7	14.3	16.7	21.7	20.0	16.7	13.3	12.5	9.5	15.8	30.0	35.3	26.7				
Punctuation	0.0	0.0	0.0	0.0	0.0	0.0	5.6	6.7	0.0	4.8	5.3	0.0	5.9	6.7				
Paragraphing	0.0	0.0	9.5	0.0	8.6	5.0	11.1	6.7	9.4	4.8	0.0	10.0	5.9	0.0				
Logical Development	0.0	5.6	0.0	0.0	0.0	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
Organization	0.0	11.1	0.0	0.0	4.4	0.0	5.6	6.7	3.1	14.3	5.3	10.0	11.8	6.7				
Originality	0.0	5.6	0.0	5.6	0.0	10.0	0.0	13.3	3.1	0.0	0.0	0.0	5.9	0.0				
Creativity	0.0	5.6	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0				
Style	5.6	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
Handwriting	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1	4.8	5.3	5.0	0.0	0.0				
Student inability to apply skills to writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.0	0.0	5.0	0.0	0.0				

* Expressed as percentages of the total number of teachers responding to the question of problems.

grammar and sentence structure, then, through the categories, 20-75 per cent of the teachers expressed concern about their pupils' skill in the mechanics of writing. Of the teachers responding to the question, 29.3 per cent in grade XII and 27.6 per cent in grade XI commented regarding these three items (expression, grammar, sentence structure); 60.5 per cent of the teachers in grade IX commented regarding them. Characteristic of the comments are the following excerpts:

Students come unable to write a simple sentence.

Lack of a grasp of fundamental grammar.

Lack of vocabulary....The actual grammar as an exercise is not the reason for my complaint, but the ability to use a single word to express the same thought as a clause is completely lacking. It all rests on poor vocabulary.

Mechanics is weak, still [grade XII], and the improvement of writing is obscured by our having to deal with basic concepts.

The great lack of vocabulary, grammar and of general structure pattern of English sentences, paragraphs, etc., prevents the senior high school student from writing more widely and with more intelligence and, therefore, limits most of the composition time to corrections of grammar, vocabulary, etc.

Elementary errors - mechanics, grammar, etc., lack of knowledge of the common idioms. The Anglo-Saxons seem to be losing faster than the second and third generation new Canadians are learning.

Lack of a good foundation in spelling and grammar, caused by lack of drill and repetition. They try to cover too much and too varied work in all grades. And the old-fashioned system of drill, drill and more drill has been abandoned.

About half the members of my class this year and last did not know a noun from a verb. This might not be too serious, were it not that they were required to pass a fairly stiff exam.

Failing to put the knowledge of grammar into the writing of good sentences in composition.

Lack of grammar knowledge relative to proper construction. No correlation between a good theme and "rules" of grammar.

Students are unable to apply to actual writing what they learn in the various areas of the language program.

Vocabulary

Excluding category XIIIA, the percentage of responses with respect to vocabulary as a problem area ranged from 15 to 35 through the categories. It was cited by approximately 20 per cent of all teachers.

Spelling

Spelling received a higher percentage of responses than vocabulary in only one category (XIIIA). In only six of the fourteen categories did the percentage of responses for spelling exceed 10; in only three categories did the percentage exceed 15. Grade IX, as a whole, had a higher percentage of responses than did grades XII and XI. Spelling was cited as a problem area by 10 per cent of all teachers.

III. PUPILS

Attitude to English

The third most cited area of concern related to pupils (Table LXXIII). The item in this group which teachers identified most frequently was pupils' dislike of, and lack of interest in composition. This item was cited by 17.3 per cent of the teachers in grade XII, 9.2 per cent of the teachers in grade XI and 15.3 per cent of the teachers in grade IX. The following quotations are characteristic of the teachers' comments:

Lack of interest, and often, hostility, on the part of the students. This is partly due to the text. A teacher could compensate for this deficiency if she had but the time and resources. I have neither.

Lack of student interest because it [English] requires more time and effort than other areas.

The remoteness of this activity [composition] from probable real life needs: How often does the average adult write essays after he leaves school?

The student attitude that English requires no words, no thought, no preparation, "no nothin'"; it is not important to write something worthwhile, or to write something well, so long as one writes something!

Lack of interest in writing because majority do not see its necessity.

Having relevance to the item of disinterest in composition, generally, was that of disinterest and carelessness regarding revision of themes. However, the percentage of responses in each category with respect to it was lower than regarding the item of general disinterest.

TABLE LXXIII

PROBLEMS AND DIFFICULTIES WITH RESPECT TO THE TEACHING OF COMPOSITION: STUDENT-CENTERED*

Problems	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
Dislike of, and lack of interest in composition	11.1	11.1	28.6	16.7	13.0	5.0	5.6	13.3	12.5	14.3	10.5	20.0	17.7	20.0
Carelessness and indifference regarding revision	0.0	0.0	14.3	0.0	4.4	5.0	0.0	6.7	3.1	9.5	15.8	5.0	0.0	0.0
Poor background in reading	0.0	16.7	9.5	22.2	4.4	5.0	5.6	20.0	3.1	4.8	5.3	0.0	5.9	13.3
Lack of curiosity, imagination, ideas and critical attitude	0.0	5.6	4.8	5.6	0.0	10.0	22.2	13.3	9.4	0.0	15.8	5.0	5.9	13.3
Lack of adequate preparation in earlier grades	0.0	0.0	0.0	16.7	8.7	10.0	5.6	0.0	15.3	9.5	0.0	15.0	5.9	13.3
Range of ability within a grade (combined with practice of permitting "C" students to pass)	11.1	11.1	0.0	0.0	17.4	15.0	5.6	6.7	0.0	0.0	5.3	0.0	0.0	0.0

* Expressed as percentages of total number of teachers responding to this question.

Related to these two items were teachers' comments about their pupils' lack of curiosity, imagination, ideas and a critical attitude.

The following were identified as some of the problems in this area:

To free the student from inhibitions so that he will write what he is thinking.

To awaken a sense of the urgency of effective, honest communication in our present world society.

Students will not be original. They try to write on things they know nothing of personally.

The difficulty of getting students to write honestly, revealingly. Most merely put down what they consider will appeal to the teacher or the department.

A means of awakening desire for self-improvement on the part of the student. He would not make the same silly mistakes in using a hockey stick, would he?

The lack of ideas....The lack of curiosity....The student with ideas will try to express them. Then, if he makes errors, he can be taught.

Lack of confidence of pupils in their ability to write, to express their own ideas. They keep turning up ideas, opinion, sentiments that they have "borrowed," in the belief that these are better and are what are wanted. There is a horrible pressure on students to generalize everything which kills self-expression and individualizes, which, to me, are the aims and objects of writing. Students need desperately to be encouraged to be sincere in writing what they feel, think, know. Then (and only then) they must make proper use of the "tools" of writing.

Reading Background

In all categories but two, teachers commented on their pupils' poor background in reading. The nature of their concern in this respect was illustrated by such comments as the following:

Inability of students to use their imagination. They need to read much more.

Lack of good libraries, especially in smaller schools. Pupils have no appropriate books to read. The less they read, the worse their written language is.

Some means of providing background for those young people who do not and cannot read. Self-expression cannot be expected if there is no enrichment of the soil from which that expression must come.

Students do not read sufficiently, do not read on a high enough level to improve their writing.

The difficulty [in writing] encountered by students who read very little.

Not enough reading is done. Contemporary life inhibits the sort of reading which develops marked facility in the language arts.

While in only five categories did the percentage of responses exceed ten, the consistency of the concern does emphasize not only an awareness of a problem but, as well, an awareness of a relationship between a good reading background and attainment of competence in composition. Eight per cent of all teachers cited reading as a problem area.

Quality of Previous Instruction

Complaint about the quality of instruction which their pupils had experienced in previous grades is reflected, also, in some of the responses. In grade XII, inadequacy of preparation was noted by teachers only in category D; in grade XI, by teachers in three of the categories; in grade IX, by teachers in five categories. In four categories the percentage of responses exceeded ten.

Range of Ability

Another problem noted concerned the range of ability of pupils in a class. That it was, perhaps, a special problem, related to the regulation which permitted pupils in grades IX to XI to pass, in English, into a succeeding grade with a standing of only 40 per cent was indicated by the fact that most of the responses with respect to it were distributed in grades XII and XI. A number of the teachers' comments supported this inference. These teachers felt that, in classes in which pupils represented a wide range of ability and attainment, those pupils who entered with a C (40-50 per cent) standing were not only a handicap to the consistent progress of the class, but were themselves handicapped. The following comments suggest the teachers' views regarding this problem:

Allowing "C" students to take English 30. They are particularly weak in spelling, grammar and writing paragraphs, let alone essays. They have no ideas, no sense of unity or coherence in essay writing.

The English [30] course frustrates a C student... whose attitude influences the class as a whole. He has an axe to grind; furthermore, he must prove that what he cannot do isn't worth doing. The ordinary A or B variety has no such motivating force and his weight isn't felt in proportion.

I feel that pupils with a C grade who are permitted to take English 30 are not able to face this difficult work.... They need so much teacher time that the whole class bogs down, and they, themselves, are discouraged.

I feel that the greatest trouble lies in the present system of allowing the student to go on to the next grade knowing less than 50 per cent of the course in his mother tongue. The C students reaching grade XII are defeated before they start.

The problem may have been accentuated by the fact that C students, passing into a higher grade were faced by a matriculation program undifferentiated as to content or method. Under prevailing conditions of class size and pupil load, discussed earlier, it can be understood why adjustments for these students may not have been readily made in the classroom.

IV. MISCELLANEOUS

Problems which were cited by eight or fewer of the 275 teachers responding have been grouped in Table LXXIV. The following quotations, taken from the respondents' statements, expand on some of the problems which were tabulated in this category.

What we need is a book full of practice exercises to which we could refer for examples of the type of remedial exercises they may need with regard to many points re grammar and composition.

My biggest problem is lack of extra training which would help greatly in putting an adequate language program across.

Inadequacy on the part of the teacher. I have very little training in essay writing as this was not stressed during high school. No University courses were offered when I attended, or, perhaps I have overlooked them.

The fact that students have been taught much of the material previously (in earlier grades) and think they know all about it....If we could save some of the more difficult points of grammar for the senior high school grades, and have more drill in the basic points in the junior high school, I think it would be better.

The public may pretend to want high standards, but it really doesn't want them. Every parent thinks his child should be able to pass the grade XII examination regardless of how small his effort and ability are.

TABLE LXXIV
PROBLEMS AND DIFFICULTIES WITH RESPECT TO THE TEACHING OF COMPOSITION: MISCELLANEOUS

Problems	Number of Instances out of 275 Teachers Responding
1. Insufficient models for writing and drill exercises in texts	8
2. Paucity of suggestions for interesting theme topics	7
3. Need for better preparation in, and use of teaching methods	5
4. Insufficient skills in theme evaluation	3
5. Need of attention to sequence in grammar to avoid repetition through grades	3
6. Inadequacy of libraries in small schools	3
7. Overcoming influence of mass media on speech and writing	3
8. Lack of well-prepared teachers	3
9. Student weaknesses in oral language	2
10. Unrelatedness of Departmental Examinations to aims of course	2
11. Student unfamiliarity with common idioms	1
12. Public hypocrisy regarding desire for standards	1
13. Lack of resource material for teaching language	1
14. Too much discretion allowed teachers	1
15. Too great a departure from formal teaching	1
16. Need for all teachers to stress language skills	1

Social compulsion for dissimulating ability and efficiency in order to become a recognized member of the populace. This...is the most serious problem.

Too many students arrive in grade IX with only the vaguest idea of what language is all about. If the primary and elementary teacher knew how to build the foundation that would assist them in junior high it would help. Probably this applies to the grade VII teacher also.

I do not believe that written compositions are expected before grade seven, and, if a child is to become adept in writing, he must start writing in elementary school.

I believe a language course should deal more firmly with grammar and spelling and should not leave quite so much "to the discretion of the individual teacher." Too many teachers do not have enough "discretion."

Competent handling of writing in the lower grades. No amount of assignments and diligent red-ink corrections of spellings, etc., will do any good if there is no attempt being made for getting at the core of the matter - why to write, then how! We can't make everyone a Hemingway, 'tis true ('tis a pity), but we can't go on in the same cesspool of stagnant ideas (and staggering boredom) in which Columbus labored, surely. Let's get teachers who can "teach" language (and literature) competently. Let's get a good "methods" course at the university, where actual, down-to-earth ways and means of language teaching are shown - rather than talk about psychological abstractions and memorize six criteria for this and ten for that. It seems less of a crime for an English teacher to teach a science course or a math, but it is downright tragic (often) to have the science man stumble through English. He is a one-text-book man and carries the idea to the English field, absolutely confident that all there is, is that. And he'll argue about it! No wonder we get bored and well-nigh unsalvagable language students whose writing is ... uninteresting....

V. SUMMARY

Teachers in the study identified three principal problem areas in the teaching of composition. These related to time, language skills and pupils.

Twenty-eight per cent of all the teachers indicated that inadequate time was a factor in preventing them from teaching composition effectively. In categories XIIIA and XIA, for which the median pupil load in language was 92, 83 per cent and 78 per cent of the teachers, respectively, cited time as their most pressing problem. In categories XIIB, XIB, and IXA, for which the median pupil loads in language ranged from 50 to 57, approximately 40 per cent of the teachers identified time as the most serious concern.

In grade XII, 34 per cent of the teachers cited time as presenting a problem in another sense: they felt that the content assigned to the language course in their grade could not be covered adequately in the time allotted. Of the teachers in category A, 63 per cent identified this problem.

Pupil weaknesses in language skills constituted the second problem area. Sixty per cent of grade IX teachers and 43 per cent of all the teachers expressed concern about pupil weaknesses in expression, grammar and sentence structure. Twenty per cent of all teachers were concerned about pupil inadequacies in vocabulary. Spelling was identified as a problem by 10 per cent of all teachers.

The third problem area related to the pupils. Fourteen per cent of all teachers were concerned about their pupils' dislike of and lack of interest in composition. Eight per cent of all teachers were disturbed about the pupils' limited background in reading. Eight per cent, also, were critical of their pupils' preparation in language in previous grades. In grades XII and XI, primarily, 4 per cent of the teachers cited the range of ability of pupils in a class as a problem.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the state of the teaching of English composition in grades IX, XI, and XII in Alberta. Specifically, the study was designed to obtain information, from teachers of composition, about (1) their professional qualifications, experience, and subject preference, (2) their teaching load, (3) their teaching practices in composition and in related areas of language, (4) their opinions of the curriculum guides and of the authorized textbooks, and (5) their most pressing problems in the teaching of composition.

The data which have been obtained from the teachers and have been analyzed and summarized in this study lead to a number of conclusions and suggest several recommendations relating to the teaching of composition in the three grades surveyed.

I. THE TEACHING FORCE

Professional and Academic Preparation

In years of professional and academic preparation for teaching, the language teachers in grades XII, XI, and IX exceeded the minimum provincial certification requirements of three years, two years, and one year, respectively, for the three grades. In the two senior high school grades, 85 per cent of the teachers, and in grade IX, 34 per cent of the teachers had four or more years of professional preparation.

These data suggest that the teachers recognized the need for a level of preparation exceeding the standards established by provincial authorities.

These data show, however, that many teachers in the study, particularly teachers in grade IX, were below a standard (four years of professional preparation) which has been recommended in this province¹ and which is generally accepted in the United States² as a minimum for teaching. Granting that many teachers do take steps to extend their professional preparation beyond existing minimum certification requirements and that they do attain the recommended standards just cited, these requirements, nevertheless, permit new teachers to enter the profession without having completed an adequate program of professional preparation. As a result, under present conditions of certification, the professional qualifications of the teaching force in high school

¹In 1959, the Royal Commission on Education in Alberta recommended that the minimum requirement for all teachers should be four years of university work, including a degree, and that the Bachelor of Education degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers. Report of the Royal Commission on Education in Alberta (Edmonton: Department of Education, 1959), Recommendations 140(a), 146.

²In 1959, no state in the United States offered a secondary school certificate for fewer than four years of college education. Committee on National Interest, The National Interest and the Teaching of English (Champaign: National Council of Teachers of English, 1961), p. 44.

language in Alberta are not likely to improve rapidly.³

Preparation in English

The effect of the provincial certification requirements was apparent, as well, in the level of the teachers' special preparation. In no grade did the median of the university English courses which the language teachers had completed exceed four, the minimum requirement for an English major in the Bachelor of Education program in Alberta in 1960. Specifically, 65 per cent of the language teachers in grades XII and XI, and 93 per cent of the teachers in grade IX had not completed a four-course major in English. The conclusion can be drawn that certification which permitted teaching with less than four years of professional preparation, also permitted teaching without a major in English.

However, this conclusion explains only in part the language teachers' deficiency in university English courses, because 60 per cent of the language teachers who had completed four or more years of professional preparation had not completed a four-course major in English.

³While the following data relate to all teachers, they provide an index for the probable rate of improvement in the qualifications of teachers of English: In 1960, 25 per cent of all teachers and 73 per cent of all senior high school teachers held at least one degree. In 1962, the respective figures were 27 per cent and 75 per cent; in 1963, 29 and 76; in 1964, 30 and 77. (These data were obtained from the Annual Reports of the Department of Education, 1960, 1962, 1963, 1964.)

This disparity between the number of years of preparation and the number of university English courses completed, in a group of teachers of language who constituted two-fifths of all the teachers surveyed, cannot be explained by the data of this study. However, because the disparity is characteristic of a large proportion of the teachers, it needs to be considered further. It may be indicative of conditions which could circumscribe the effectiveness of composition instruction. Specifically, the following questions may be raised regarding the conditions: Was the supply of teachers of secondary English inadequate? Were English teachers, because of some dissatisfaction, leaving their field for other subject areas? Were teachers, prepared to teach English, being assigned to teach other subjects? Were teachers whose preparation was for the elementary school, or for subjects other than English in the high school, being assigned to teach English? Answers to these questions must be sought in further research.

Teaching Assignment

That teachers may have been assigned to school levels or to subjects outside the area of their special preparation is supported by some limited evidence in the study. At least one-quarter of all the language teachers in the three grades surveyed had, for a mean of six years, taught either in the elementary grades or in high school in a pattern of subjects which had not included English.

Subject Preference

More than one-half of the language teachers expressed a preference to teach in subjects other than English. Of the teachers who had completed three or fewer English courses, one-third indicated a preference to teach English. Of the teachers who had completed four or more English courses, two-thirds indicated this preference. With respect to the language teachers in this study, it can be concluded that a direct relationship existed between the number of university English courses completed and a preference for teaching English.

Recommendations

The findings and conclusions of this study, with respect to the teaching force in language, indicate that two kinds of action need to be taken. First, the professional qualifications of the teachers of language need to be improved. Second, steps need to be taken to ensure that teachers assigned to English classes have completed special preparation to teach English.

General and special professional preparation. Certification after four years of professional education, as has been recommended by the Royal Commission,⁴ must be considered fundamental in any plan to improve the qualifications of high school teachers of language. This certification

⁴Report of the Royal Commission, loc. cit.

would ensure that language teachers entering the profession had completed a level of general and special preparation considered basic for teaching.

Raising professional qualifications of practicing teachers. To raise the qualifications of practicing language teachers who have not completed four years of professional preparation, measures need to be taken to encourage and assist them to undertake further professional education.

Change in certification. At the present time in Alberta, although the university programs for preparing elementary and secondary school teachers differ, the teaching certificates permit teaching outside the level of preparation. Consideration should, therefore, be given to changing certification to limit elementary route graduates to teaching in grades I-VI; secondary route graduates, in grades VII-XII.

Assignment to subject of specialization. To limit the possibility of misassignment, consideration should be given to measures which would ensure that teachers prepared to teach secondary English are assigned to high school English classes.

II. THE TEACHING LOAD

Pupil Load in Language and Total Pupil Load

One-third of the teachers of language in grades XII, XI, and IX in Alberta, teaching in the largest schools in the province, are responsible for the instruction of two-thirds of all the students enrolled in language in the three grades. In grades XII and XI these teachers carry

a median pupil load in language of 92, in a median of four classes, and have a total pupil load of approximately 150. In grade IX, these teachers carry a median pupil load in language of 57 in 2.5 classes and have a total pupil load of approximately 180.

Total Pupil Load and Weekly Hour Load

In the light of pupil and class loads of this magnitude, the possibility of providing individual assistance in composition during class time is limited. The alternative of evaluating students' writing after school hours, allowing even ten minutes per student per week for this purpose, would increase the work week of language teachers in the largest schools to 60 hours or more.⁵

⁵Comparable conditions of pupil load in language have evoked critical comment in other parts of this continent. Paul Diederich, "The Rutgers Plan for Cutting Class Size in Two," English Journal, XLIX (April, 1960), p. 229, writes:

Teaching five classes of English a day with at least 40 students in each class is a load that would be regarded cruel and inhuman by a Roman galley slave.

Kitzhaber et al, in their report on the Oregon High School Curriculum Study, Education for College (New York: The Ronald Press, 1961), p. 80 observe:

Obviously, a teacher struggling under a load of 150 students is severely limited in the amount of writing he can assign and conscientiously grade; and some teachers are sacrificing sleep and leisure in an effort to do a good job of reading a paper a week from each of their students. Most are forced to fall short of this aim or are forced into various compromises.

Northrop Frye, Design for Learning (Toronto: University of Toronto Press, 1962), p. 42, states:

An adequate treatment of written work places a heavy burden on teachers of English, a burden which, until recently, administrators were reluctant to acknowledge.... The number of promising teachers of

Recommendation

If composition teaching is to be more effective, if the language teacher is to have the time necessary to plan, prepare, teach, guide, supervise, evaluate and counsel, then the pupil and class loads which are particularly characteristic of categories A and B in this study must be reduced in the high schools of Alberta.⁶

English who have requested to be transferred to other subjects has been alarming. The reason given, the burden of marking which the conscientious teacher could neither neglect nor handle adequately, has made imperative some action.

⁶In the United States a number of specific recommendations have been made in this respect. Conant, The American High School Today (New York: McGraw-Hill, 1959), pp. 50-51, recommends that "in order that teachers of English have adequate time for handling...themes, no English teacher be responsible for more than one hundred pupils." The National Council of Teachers of English, Honor Roll of Schools Reducing Teaching Load in English (Champaign, National Council of Teachers of English, 1962), p. 1, has passed resolutions urging that "the overall assigned load of the high school English teacher be limited to four classes with not more than twenty-five students in each class." The Council's report on this issue concludes:

An identical recommendation was subsequently made by James B. Conant in his study of the American high school, by the President's Commission on National Goals in Education, by the Commission on English of the College Entrance Examinations Board, and by virtually every other national committee and commission which has carefully studied the problems of teaching English in today's schools.

In Canada, the English Subcommittee of the Joint Committee of the Toronto Board of Education, under the chairmanship of Northrop Frye, op. cit., p. 43, reports:

Dr. Conant's recommendations for the spending of increased time on composition, and his suggestion of a ratio not exceeding one hundred students to one teacher of composition indicates the importance that is being placed in the United States on the students' efforts to gain control of the written language. Similar recognition for Canadian schools ... may help to attract teachers with knowledge and talent, and will offer relief to those who have been overburdened.

Such a reduction may not, of itself, result in dramatic improvements in composition instruction. Factors other than time also influence the quality of instruction. Neither will it necessarily shorten the language teacher's total work week. It should, however, permit teachers to carry out their responsibilities more effectively than they are able to carry them out at present.

III. COMPOSITION AND RELATED SKILLS

Composition

The language teachers in grades XII, XI, and IX reported that they assigned writing practice equivalent to approximately one 250-word theme per student per week. The majority of the topics assigned by language teachers were expository. Expository topics decreased from 75 per cent of all topics in grade IX to 60 per cent of the topics in grade XII. Creative-personal topics increased from 25 per cent of all topics in grade IX to 35 per cent of the topics in grade XII.

In general the teachers considered a writing assignment as consisting of five steps: assignment, student planning, rough draft, final draft, and evaluation. In the majority of cases, for each assignment, students were expected to plan, write the initial draft, and revise it, all outside class time. Only one-fifth of the teachers indicated that they provided some class time for writing. For two-thirds of the teachers, evaluation of the students' themes terminated the writing assignment.

The use of a marking scale and subjective-intuitive marking were reported with substantially equal frequency as the two principal means of evaluating students' writing. One-fifth of the language teachers in grade XII and one-tenth of the language teachers in grade IX reported using the Department of Education final examination essay marking scales exclusively to evaluate their students' writing.

Teachers reported making some provisions for individual differences in their classes. Approximately one-quarter of all the language teachers varied the difficulty of assignments; an equal proportion modified their expectations in terms of a student's ability. Weak students received special assistance three times as frequently as superior students received it.

Two criteria were used primarily in determining a student's final grade in language: proficiency in written expression and the mastery of mechanics of expression. To determine a student's final standing in language, his achievement in writing assignments and his scores on tests and examinations were given equal weighting.

Grammar

Almost all the teachers in the study reported that they taught grammar with some regularity. Almost all of them cited the textbook or handbook as the point of origin of grammar lessons. Virtually all of the teachers indicated that the principal activity in grammar lessons involved analysis and mastery of terminology.

In their comments, the majority of the teachers either stated or implied that the study of grammar contributed to the improvement of composition. However, only one-half of them cited students' writing as providing the basis for some of the grammar instruction. One-quarter of the teachers stated that they involved students in using their knowledge of grammatical structure and terminology to compose, manipulate and revise sentences. While most teachers indicated in their responses that grammar contributes to the improvement of writing, only a minority of them provided the conditions which might have made possible some application of grammar to writing.

Vocabulary

A consistent and sequential pattern of practices relating to vocabulary study in grades IX, XI, and XII was not apparent from the teachers' responses. Only two trends emerged with any definiteness. First, the source of most words was subject content, with workbooks and teacher- or system-prepared lists constituting a further source. Second, the most commonly used teaching practice was discussion and comment on the words as they were encountered. The prime objective appeared to be the mastery of selected words. However, it may be questioned whether incidental discussion, reported by one-third of all teachers was sufficient to give pupils mastery, even of the words selected for study.

Broader objectives--developing in the students an interest and concern for words, as well as helping them attain skills by which they might arrive at the meanings of unfamiliar words, emphasizing a concern for conveying meaning precisely in speech as well as in writing--were apparent in the responses of only a small proportion of teachers.

Spelling

Regularly scheduled periods for spelling decreased in frequency from grade IX to grade XII, while incidental attention, determined by students' needs, tended to increase.

A consistency of practices for spelling was apparent in the three grades. Students' writing was the prime source of the words studied in each grade. Published lists of common spelling errors constituted a second source. The most common classroom practice consisted of dictating words to the class.

General Conclusions

Three general conclusions can be drawn about the teaching of composition, grammar, vocabulary, and spelling in the language programs for grades XII, XI, and IX.

First, the language teachers appeared to have given greater attention to the skills which they considered relevant to writing than they

gave to writing itself.⁷ They reported that they allotted twice as much time to grammar, vocabulary, spelling, and the correction of students' exercises as they allotted to composition. For the three grades, composition received 30 per cent of the total language time; grammar received 25 per cent; and spelling and vocabulary received 10 per cent each. The remainder of the time was allotted to correction and revision of students' exercises and to other activities.

The implications of this allotment can be illustrated by expressing the reported time allotment for composition in each grade in terms of hours per school year, using 200 days for the year and forty minutes for a class period as basic units. On this basis, in grade IX, where teachers reported that 25 per cent of the language time was allotted to composition, students would have received instruction in writing for 34 hours per year. In grade XI where 30 per cent was allotted, they would have received 40 hours. In grade XII, where 35 per cent was allotted, but where only 40 per cent of the English course was devoted to composition, students would have received a total of 28 hours instruction in writing during the school year. Thus, in three of the last four years of high school, students would have received a total of approximately 100 hours instruction in composition.

⁷The findings upon which this conclusion is based correspond, essentially, to the findings reported in a number of related studies. Conclusions analagous to the conclusion stated here were drawn from the corresponding findings in these related studies. The studies are cited in Chapter II, Section I and in Chapter VI, Section I.

Second, the teaching of the language skills appears to have been fragmented. Vocabulary study was related to students' writing by only one-fifth of the teachers. Grammar, although considered relevant to writing, was treated largely as analysis.

Only the teaching of spelling seemed to be related to a broader purpose. The majority of the spelling lessons pertained to the students' writing. It may be significant that spelling was regarded as a problem by fewer teachers than were grammar and vocabulary.

The third general conclusion is that in their teaching the language teachers essentially employed group procedures. Methods of individual attention, whereby the teacher might identify student problems and weaknesses, offer individual assistance, or ascertain whether expectations were being met were reported approximately one-fifth as frequently as the group procedures. Thus, spelling was dictated to and checked with the class; individual corrections of errors were not checked. Individual spelling lists and vocabulary lists were generally required, but were rarely inspected or used as a basis for study. After grammar exercises were corrected, attention to individual problems was seldom given.

Similar approaches characterized the teaching of composition. Three-quarters of the teachers required students to prepare plans before writing; one-tenth of the teachers indicated that they checked the plans. All teachers marked spelling errors in students' writing; one-half of the teachers expected the students to correct the errors; one-tenth checked student corrections. All teachers evaluated all student themes.

One-fifth of all teachers required revision, checked revised work, and attended to areas of weakness.

To expect the student to accept full responsibility for attending to his weaknesses may be desirable, but it is, perhaps to ignore the nature of the adolescent or of the learning process. Establishing a desirable level of expectation is important in language teaching; however, expectation is established by more than requirement. There must be supervision to see that the expectation is met.

Recommendation

Language teachers, whatever the extent of their background, need to improve, maintain and extend their professional competence. For this purpose, programs of continuing education and other means of promoting professional growth are necessary.

Two reasons can be advanced for continuing education. First, in various areas of human endeavour it has been recognized that the rapid accumulation of knowledge makes it necessary to pursue education in order to keep informed. Teachers of language cannot be an exception to this situation. Second, and perhaps more fundamental at this time, there is already an extensive gap, in the teaching of language, and more specifically, of composition, between what might be done and what is being done.

To close this gap, consideration needs to be given to means of providing for the continuing education of teachers of language. Continuing education, carefully planned and broadly undertaken, may be the

readiest means of effecting change in the teaching of language at the present time.

IV. TEXTBOOKS AND CURRICULA

Composition and Grammar

In their comments on the current textbooks and curriculum guides, 30 per cent of the language teachers expressed a desire for greater emphasis on composition. Essentially, they wanted a more extensive treatment of composition, and the inclusion of more composition models, composition exercises and composition assignments in the textbooks.

A greater number, 35 per cent of all the language teachers, requested an extension of grammar content. An equal proportion urged the inclusion of more grammar exercises in the textbooks. In teachers' comments, the view seemed to persist strongly that an analytic study of grammar would produce, directly, greater competence in the use of language.

Restrictions of Textbooks and of Courses of Study

The responses of many teachers gave the impression that they felt restricted by what they considered to be limitations of the courses of study and of the authorized textbooks.

With respect to this point, the view might be taken that the teachers themselves were in a position to deal with restrictions and limitations. They requested more emphasis on composition; they could have provided this emphasis on their own initiative. They wanted more

exercises of various kinds in the textbooks; they could have developed appropriate exercise materials. Some teachers desired a greater stress on oral language and semantics; the discussion and study situations in their classrooms would have provided opportunities for this emphasis. Solutions to some of the problems cited by the teachers were not beyond their means.

Curriculum Guides

A number of the language teachers made reference to the nature of the courses of study for language in the three grades. These teachers questioned the adequacy of course outlines which were essentially summaries of the authorized textbooks for language. They also questioned the sequence which might be attained through the grades on the basis of these course outlines.

V. PROBLEMS AND DIFFICULTIES

Pupil Load and Time

The language teachers in grades XII, XI, and IX expressed concern about the limitations which excessive pupil loads placed upon the effectiveness of instruction in composition. This concern was expressed particularly by the teachers in the largest schools in the province. In grades XII and XI, four-fifths of these teachers, and in grade IX, one-half of these teachers cited time as their most pressing problem.

Grammar

Approximately two-fifths of all the language teachers expressed concern about pupils' weaknesses in grammar. In grade IX, three-fifths of the teachers expressed this concern.

The pupils about whom the language teachers expressed concern would normally have had a background in grammar. Alberta pupils are introduced to grammar in the elementary school. In the junior high school, in grades VII and VIII, it is probable that teachers devote as much of the total time in language to formal instruction in grammar (30 per cent) as do teachers in grade IX. The texts for these three grades place a comparable emphasis on grammatical content. It seems anomalous, therefore, that, after an equivalent of nearly one year out of three being devoted to grammar, pupils' lack of mastery of grammar and sentence structure should be considered a problem by 60 per cent of the teachers in grade IX, responding to a questionnaire near the end of a school year. It seems more of an anomaly when three years further in their schooling, after an additional three-fifths of a year of study of grammar (assuming 20 per cent of class time devoted to this study in grade X, as well as the 20 per cent reported for each of grades XI and XII), pupils should still cause 30 per cent of grade XII language teachers to consider weaknesses in grammar a problem.

VI. FURTHER STUDIES

While the data of this study provide certain information regarding the state of the teaching of composition in Alberta, they also raise some questions which require further investigation.

Studies which might be undertaken to answer some of these questions are suggested below. The first two suggestions arise out of a discussion, in Section I of this chapter, of data which showed a disparity between the general and the special qualifications of the language teachers. The third is prompted by the findings regarding the subject preferences of the teachers. The last two suggestions are related to the general purpose of this study.

Teacher Assignment

Consideration should be given to a study of teacher assignment in English in Alberta. Specifically, answers might be sought to these questions: To what extent are elementary and secondary English teachers being assigned to teach outside the school level for which they have taken preparation? To what extent are teachers whose special preparation is in another subject area being assigned to teach English? To what extent are teachers who are prepared to teach English not being assigned to English classes?

Supply of Teachers of English

Consideration needs to be given to an investigation of the adequacy of the supply of secondary English teachers.

Satisfaction with Teaching Language

The degree to which teachers of English are satisfied in their work, as well as the causes of any dissatisfaction which they may have with teaching English warrants investigation.

An Investigation of Conditions and Practices Related to the Teaching Of Language in the Elementary Grades

The present study provides information on the teaching of composition in only part of the school system in this province. A survey of the state of language teaching in the elementary grades could provide information which would permit an evaluation of the full spectrum of language instruction in Alberta.

The Institution of a Periodic Survey of the State of Language Instruction in Alberta High Schools

In order to determine the change which will have taken place subsequent to the period of this study, and to provide a basis of information for further action, re-assessment will be necessary. For this reason consideration should be given to instituting a periodic study of the teaching of language in Alberta.

The limitations of a study alone are apparent. It is recognized that action must follow assessment; it is also realized that the delimitation of problems in education has not always been followed by

remedial measures. However, without a basis of knowledge about the state of a situation, direction for any intelligent action may be lacking, and the probability of sound remedial measures being taken will be limited.

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APPENDIX A

THE STUDY QUESTIONNAIRE

QUESTIONNAIRE

A Survey of Teaching Practices in the Language Programs of Grades IX, XI, and XII in Alberta

Section 1

Most of the questions in this section can be answered by checking. Please answer every question. Follow directions carefully.

Although you may be teaching language at several grade levels, please answer any questions which refer to a specific grade level in terms of your experiences in grade XI only.

1. In what grades are you teaching this year? Please encircle all the grades in which you are teaching this year.

K I II III IV V VI VII VIII IX X XI XII

Now place a check above the grade in which you do most teaching.

2. What language courses do you teach?
- | | | I
(No. of
classes) | II
(No. of
pupils) |
|---|---------------|--------------------------|--------------------------|
| In column I, opposite each course, indicate the <u>number of classes</u> to which <u>you</u> teach this course this year in your school. In column II indicate the <u>total</u> number of different students to whom you teach each course. | Language VII | ..... | ..... |
| | Language VIII | ..... | ..... |
| | Language IX | ..... | ..... |
| | Language 10 | ..... | ..... |
| | Language 20 | ..... | ..... |
| | English 30 | ..... | ..... |

Total number of students in all language courses you teach

3. How many years of academic and professional preparation in a Normal School, Teachers' College or University have you had?
4. What Alberta Teaching Certificate do you hold?
Certificate..... Interim or Permanent (Circle ONE)
5. List the University or College content courses you have completed in English. (e.g. Freshman English, Shakespeare, Victorian Poetry, etc.)
-
-
-

6. Counting the present school year, what is the total number of school years of full-time teaching experience you have had?
Number of years of experience.....
7. Counting the present school year, what is the total number of school years of full-time teaching experience you have had in each of the language courses listed below. Indicate in the spaces provided.
- | | |
|---------------------|-------------------|
| 1.....Language VII | 4.....Language 10 |
| 2.....Language VIII | 5.....Language 20 |
| 3.....Language IX | 6.....English 30 |
8. In which subject area (English, Social Studies, Science, Fine Arts, etc.), and at what school level (Junior High or Senior High), would you prefer to teach if you had your choice?
List ONE subject area at ONE school level.

Section II

The term "theme" in any of the following questions refers to any writing or composition (one paragraph or more in length) which grew out of the language program during the year, and which was completed by a student and submitted to the teacher as part of the requirement for the year's work in the language program for the grade.

Please remember to answer all the questions that follow in this questionnaire in the light of your experiences and practices in grade only.

1. Approximately how many themes will you have assigned your class during the current school year (September 1 to June 30)? Indicate by placing a number opposite each category below.
- | |
|--|
| 1. ....Themes of one paragraph only |
| 2. ....Themes of two or more paragraphs: up to 500 words |
| 3. ....Themes of two or more paragraphs: 500-1000 words |
| 4. ....Themes of two or more paragraphs: over 1000 words |
2. Please list as many topics as you can recall which you assigned to your class for language themes during the current school year.
- | |
|---------|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |

8.
9.
10.
11.
12.
13.
14.
15.

3. Circle the numbers preceding the two topics (above) on which especially good themes were written. What feature of each of these two assignments, do you feel, contributed to the success?
4. What percentage of the total class time allotted to language in your grade has been devoted to each of the following:
 1.Theme writing
 2.Grammar
 3.Spelling
 4.Vocabulary
 5.Students' revision and correction of errors
 6.Other (Specify)

NOTE:

Most of the questions in this section require you to write answers. Many of the questions ask for the practices you employ with respect to various aspects of teaching writing (composition). For such questions, please indicate the kinds of things that you do and some details about the way you do them. As these apply, state what you teach, how you select the materials you teach, how you teach it, when you teach it, the requirements you make of your students. Essentially, give as full and clear an idea of your teaching practices in language as you are able to in brief form. Please use point form where possible. Use the back of the page if the space provided is insufficient for your answer.

5. How do you teach grammar in your grade?

6. In your teaching during the current school year, have you used any new grammar methods which you have found useful? Comment on these.
7. How do you teach spelling in your grade?
8. How do you provide for vocabulary growth in your grade?
9. How do you evaluate students' themes? (If anyone other than you marks some of the themes, please give pertinent details).

10. List (1, 2, 3, etc.) the steps which you feel need to be followed by the teacher and class in the course of an assignment in writing from its inception to the point where every activity related to the assignment can be considered completed. (Include all the procedures you would follow, as well as the requirements you would make and the activities you would normally expect of your class).

11. In the course of their work, teachers strike upon methods or techniques which seem to be particularly effective in teaching certain skills which are a part of the writing process. Please outline any method, technique or device which you consider to be particularly effective in helping students become more proficient in each of the following:

Writing a topic sentence:

Writing and staying on topic:

Writing a conclusion:

Writing transitions:

11. (Cont'd.)

Choosing precise and effective words:

12. What provision do you make for individual (pupil) differences in your grade?

13. What aspects of a student's work, knowledge and skills do you consider when determining his academic standing in language in your grade at the end of the year? How do you determine his mastery of each of these "components"? What weight do you give each "component" in determining the final grading?

14. What teaching materials or aids (workbooks, audio-visual, etc.) have you found particularly useful in the language program for your grade? Please identify (by name or description) the particular materials or aids used, and indicate how each was used.

15. In your language program, do you use any mimeographed materials or exercises which you have prepared yourself? If you do, please describe some of these materials briefly. (If you wish to enclose any samples of such material with this questionnaire, your action will be greatly appreciated).

16. (a) What features or areas of the present language program for your grade (as outlined in the course of studies) do you consider to be very satisfactory?
- (b) What features or areas would you revise?
- (c) What features or areas would you delete?
- (d) What material would you add?
17. (a) What areas of the present authorized text for language in your grade do you consider very satisfactory?
- (b) What areas would you revise?
- (c) What areas would you delete?
- (d) What material would you add?
- (e) Are you familiar with a text which you would prefer to the one authorized? If you are, name it.
-
18. What do you consider to be the most pressing problems or difficulties with respect to the teaching of writing (composition) at your grade level? List one or more.

APPENDIX B

SUPPLEMENTARY TABLES

TABLE AI
DISTRIBUTION OF TOTAL YEARS OF TEACHING EXPERIENCE

Grade	Years of Teaching Experience								Total	Mean ^a	Median	Range ^b
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+				
XII A	1	1	4	6	2	1	2	2	19	21.1	19.6	3-41
B	2	3	4	4	4	1	2	0	20	17.1	18.8	1-35
C	2	5	7	2	2	1	1	1	21	15.1	14.0	1-36
D	4	3	1	1	5	3	1	2	20	19.0	21.0	2-40
f	9	12	16	13	13	6	6	5	30	18.0	16.2	1-41
XI A	3	3	6	8	1	1	3	0	25	16.2	15.3	1-35
B	2	5	1	5	1	2	3	1	20	18.4	17.0	1-40
C	3	5	2	6	0	2	1	1	20	14.6	15.0	1-40
D	3	4	5	2	3	2	0	0	19	14.3	12.5	1-28
f	11	17	14	21	5	7	7	2	84	15.9	15.0	1-40
IX A	2	8	11	6	2	1	1	1	32	14.7	12.7	1-39
B	5	4	3	5	3	3	0	0	23	14.7	14.2	2-29
C	1	0	11	5	1	2	0	0	20	15.4	14.6	5-30
D	5	5	3	3	2	0	1	1	20	13.9	10.0	3-38
E	3	3	5	1	3	1	2	1	19	16.6	13.5	1-37
F	7	4	3	1	2	1	0	0	18	10.1	7.5	1-26
f	23	24	36	21	13	8	4	3	132	14.3	12.6	1-40
Total f	43	53	66	55	31	21	17	10	296	15.2	13.9	1-41

^aComputed directly from teachers' responses.

^bTaken directly from teachers' responses.

TABLE AII
DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE IN LANGUAGE IN PRESENT GRADE

Grade	Years of Teaching Experience						Total	Mean ^a	Median	Range ^b
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	35+		
XII A	7	5	5	1			1	19	9.7	7.5
B	12	5	2	1				20	5.6	4.0
C	13	5	3					21	4.6	4.0
D	13	3	2	1			1	20	6.6	3.9
f	45	18	12	3			2	80	5.4	4.4
XI A	17	6	0	2				25	5.2	3.7
B	11	3	4	2				20	7.0	4.6
C	16	2	2					20	4.2	3.1
D	14	2	3					19	4.8	3.4
f	58	13	9	4				84	5.3	3.6
IX A	21	6	3	2				32	5.9	3.8
B	9	11	3					23	6.9	6.1
C	6	8	3	2	1			20	6.3	7.5
D	9	5	5	1				20	7.1	6.0
E	5	5	6	0	2		1	19	11.3	9.5
F	11	3	1	2	1			18	6.6	4.1
f	61	38	21	7	3	1	1	132	7.2	5.6
Total f	164	79	32	14	3	1	1	296	6.3	4.5

^aComputed directly from teachers' responses.

^bTaken directly from teachers' responses.

TABLE AIII

DISTRIBUTION OF NUMBER OF YEARS OF PROFESSIONAL AND ACADEMIC PREPARATION

Grade	Years of Professional Preparation										Total	Mean	Median	Range
	1	2	3	4	5	6	7	8	9	10				
XII														
A				3	7	7	1			1	19	5.6	5.9	4-10
B			2	9	7	2					20	4.5	4.9	3-6
C	1	2	2	8	3	3	2				21	4.3	4.7	1-7
D	3	1	0	12		4					20	3.9	4.6	1-6
f	4	3	4	32	17	16	3			1	80	4.5	4.9	1-10
XI														
A			3	7	11	3				1	25	4.8	5.2	3-10
B			3	11	4	2					20	4.3	4.6	3-6
C		2	4	10	4						20	3.8	4.4	2-5
D	3	2	1	7	5	1					19	3.6	4.5	1-6
f	3	4	11	35	24	6				1	84	4.2	4.7	1-10
IX														
A	6	3	1	13	7	2					32	3.6	4.5	1-6
B	3	7	4	5	2	2					23	3.1	3.4	1-6
C	5	5	4	3	2	0	1				20	2.8	3.0	1-7
D	10	5	0	5							20	2.0	2.0	1-4
E	12	3	2	2							19	1.7	1.8	1-4
F	17	1									18	1.1	1.5	1-2
f	53	24	11	28	11	4	1				132	2.5	2.5	1-7
Total f	60	31	26	95	52	26	4	0	0	2	296	3.5	4.3	1-10

TABLE AIV

DISTRIBUTION OF LANGUAGE TEACHERS WITH VARIOUS AMOUNTS
OF UNIVERSITY ENGLISH COURSES

Grade	English Courses												Total No. Courses	Mean	Median	Range	
	0	1	2	3	4	5	6	7	8	9	10	11					12
XII A			2	4	4	3	4	1			1			88	4.6	4.8	2-10
B		4	4	6	4	2								56	2.8	3.3	1-5
C	1	3	3	7	3	2		2						61	2.9	3.2	0-7
D		7	5	7		1								43	2.2	2.6	1-5
f	1	14	14	24	11	8	4	3			1			248	3.1	3.5	0-10
XI A		5	3	6	4		3		3				1	99	4.0	3.8	1-12
B		5	3	4	2	1	4	1						67	3.4	3.5	1-7
C		9	3	2	2	3	1							50	2.5	2.3	1-6
D	2	6	2	3	3	3								46	2.4	2.8	0-5
f	2	25	11	15	11	7	8	1	3				1	262	3.1	3.3	0-12
IX A		12	10	5	4		1							69	2.1	2.4	1-6
B		14	3	4			2							44	1.9	1.8	1-6
C	3	6	7	3		1								34	1.7	2.1	0-5
D	11	4	3	1	1									17	0.9	0.0	0-4
E	12	5	1	1										10	0.5	0.8	0-3
F	12	5	1											7	0.4	0.8	0-2
f	46	25	14	5	1	3							191	1.6	1.6	0-6	
Total f	41	85	50	53	27	16	15	4	3	0	1	0	1	701			

TABLE AV
DISTRIBUTION OF ENGLISH COURSES EXPRESSED
IN PERCENTAGES FOR EACH GRADE

Grade	Number of Courses												
	0	1	2	3	4	5	6	7	8	9	10	11	12
XII	1.2	17.5	17.5	30.0	13.8	10.0	5.0	3.8			1.2		
				47.5					33.8				
XI	2.3	29.8	13.1	17.2	13.1	8.3	9.5	1.2	3.6				1.2
				31.0					36.9				
IX	28.8	34.9	18.9	10.6	2.8	0.8	2.3						
				29.5					6.8				

TABLE AV(A)
THE PROPORTION OF ENGLISH TEACHERS IN GRADE XII, XI AND IX, WITH VARIOUS
AMOUNTS OF UNIVERSITY ACADEMIC BACKGROUND IN ENGLISH, 1958*

Grade	Number of Courses			
	0	1	2 or 3	4 or more
XII	8.2	19.3	37.3	35.2
XI	13.3	23.6	32.6	30.5
IX	35.2	28.7	23.4	12.6

* Adapted from Table 45 in R. S. MacArthur and S. A. Lindstedt, The Alberta Teaching Force in 1957-58
(Manuscript Copy, 1958) p. 52.

TABLE AVI

DISTRIBUTION OF THE NUMBER OF YEARS OF PROFESSIONAL PREPARATION
AND THE NUMBER OF UNIVERSITY ENGLISH COURSES COMPLETED*

Number of English Courses Completed	Years of Preparation										
	1	2	3	4	5	6	7	8	9	10	Total
0	1 2 35	3									1 2 38
1	2 1 16	1 14 3	10	5 4 9	7 3 3	2 2 1 2					14 25 46
2	1 2 1 1	6 1	4 7 5	9 3 4	3 4 3	1			1 1	14 11 25	
3		2 2 1	1 2 14	7 9 4	4 4 1	3 1 1	1 1	1		24 15 14	
4				5 6	3 4 4	3 2 1	1			11 11 5	
5				2 4 0	2 3 1	4 1 4				8 7 1	
6				1 1 1	2 4 1	2 3 1				4 8 3	
7				1 1		3				3 1 3	
8				2	1						
9											
10							1			1	
11											
12					1					1	

* Distribution for each grade is indicated by relative placement of figures in each cell, as follows:
XII XI IX.

TABLE AVII
TEACHERS WHO HAVE FOUR OR MORE YEARS OF PROFESSIONAL EDUCATION
AND FEWER THAN FOUR UNIVERSITY ENGLISH COURSES

Grade	(1) Total responses in sample	(2) No. teachers with 4+ years preparation	(3) No. of these teachers (2) with 3-English courses	(4) No. of these teachers (2) with 2-English courses	(5) Percentage of teachers who have 4+ years of prep- aration.	(6) Percentage of these teachers (5) who have 3-English courses	(7) Percentage of these teachers (5) who have 2-English courses	(8) Teachers with 4+ years preparation and 3- English courses as a percentage of <u>all</u> English teachers
XII	80	69	42	20	86.2	60.9	29.0	52.5
XI	84	66	35	23	78.6	53.0	34.9	41.7
IX	132	44	34	24	33.3	64.5	45.3	25.8
Total	296	179	111	67	60.5	62.0	37.4	37.1

TABLE AVIII

DISTRIBUTION OF THE TOTAL NUMBER OF YEARS OF TEACHING EXPERIENCE IN LANGUAGE
AND THE NUMBER OF UNIVERSITY ENGLISH COURSES COMPLETED*

Number of English Courses completed	Years of teaching experience										Total																
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+																			
0	1	1	10	3	3	2			1	2	38																
1	2	4	3	4	12	4	1	6	2	4	3	1	1	14	25	46											
2	2	3	2	4	2	6	2	9	3	1	1	2	2	0	2	1	2	14	11	25							
3	4	2	4	3	1	2	1	2	6	7	7	2	1	1	2	0	3	2	2	3	24	15	14				
4	2	1	1	1	3	1	1	3	1	4	1	2	1				1	1			11	11	5				
5	3	2	1	2	1	1	1	1	2	1			1	1	1			1	1		8	7	1				
6		1	1	1	2	4					1	1	1	1	2			4	8	3							
7		1	1				1									1		3	1	0							
8		2			1													0	3								
9																		0	0								
10								1										1	0								
11																											
12																	1										
Total	9	11	23	12	17	24	16	14	36	13	21	21	13	5	13	6	7	8	6	7	4	5	2	3	80	84	132

* Distribution for each grade is indicated by relative placement of figures in each cell, as follows:
XII XI IX.

TABLE AIX
TEACHERS WITH A TOTAL OF TEN OR MORE YEARS' EXPERIENCE IN LANGUAGE
AND THREE OR FEWER UNIVERSITY ENGLISH COURSES

Grade	(1) Total responses in sample	(2) No. teachers with 10+ years' experience.	(3) Percentage these teachers (2) are of total (1)	(4) No. teachers with 10+ years' experience and 3- English courses	(5) Percentage these teachers (4) are of total (1)	(6) No. teachers with 10+ years' experience and 2- English courses	(7) Percentage these teachers (6) are of total (1)	(8) Teachers with 3- English courses (4) as a percentage of teachers with 10+ years' experience (2)	(9) Teachers with 2- English courses (6) as a percentage of teachers with 10+ years' experience (2)
XII	80	69	86.3	39	48.8	22	27.5	56.5	31.9
XI	84	42	50.0	36	42.9	24	28.6	85.6	55.6
IX	132	85	64.4	78	59.1	70	53.0	91.8	82.4
Total	296	196	66.2	163	55.1	116	39.2	83.1	59.2

TABLE AX (A)
DISTRIBUTION OF THE NUMBER OF YEARS OF TEACHING EXPERIENCE IN LANGUAGE IN GRADE XII
AND THE NUMBER OF UNIVERSITY ENGLISH COURSES COMPLETED*

Number of English courses completed	Years of Teaching Experience in the Grade Surveyed												Total
	1	2	3	4	5	6	7	8	9	10	11-15	16-20	20+
0		1											1
1	4	1	3	1	1	1	1				1	1	14
2	3	2	0	0	1	2	1	0	2	1	2		14
3	5	2	3	1	1	2	0	0	1	3	5		24
4	3	2	1	0	2	0	1	0	0	1		1	11
5	3	1	0	1	1						1		8
6			1					1			2		4
7					1						1	1	3
8													0
9													0
10						1							1
11													0
12													0
Total	18	9	8	3	7	6	3	1	3	5	12	3	80

TABLE AX (B)

DISTRIBUTION OF THE NUMBER OF YEARS OF TEACHING EXPERIENCE IN LANGUAGE IN GRADE XI
AND THE NUMBER OF UNIVERSITY ENGLISH COURSES COMPLETED

Number of English courses completed	Years of Teaching Experience in the Grade Surveyed													Total
	1	2	3	4	5	6	7	8	9	10	11-15	16-20	20+	
0	1	0	1											2
1	11	4	1	0	3	0	2	0	0	2	1	1		25
2	3	1	0	0	5	0	0	0	1	0	1	0		11
3	5	3	1	0	0	0	2	1	1	0	2			15
4	2	0	1	2	1	1	0	0	0	1	2	1		11
5	2	1	0	1	1					1	1			7
6		2	0	2				1	1	0	2	1		8
7		1											1	1
8	1	1									1			3
9														0
10														0
11														0
12			1											1
Total	25	14	4	5	10	1	4	1	3	4	9	4	0	84

TABLE AX (C)

DISTRIBUTION OF THE NUMBER OF YEARS OF TEACHING EXPERIENCE IN LANGUAGE IN GRADE IX
AND THE NUMBER OF UNIVERSITY ENGLISH COURSES COMPLETED

Number of English courses completed	Years of Teaching Experience in the Grade Surveyed														Total
	1	2	3	4	5	6	7	8	9	10	11-15	16-20	20+		
0	8	3	1	4	1	5	1	0	3	2	6	1	3	38	
1	4	2	5	5	4	4	2	2	1	4	8	3	2	46	
2	3	4	2	3	0	3	1	1	0	2	3	3		25	
3	1	6	0	1	0	2	0	0	1	0	3			14	
4					3	0	0	0	0	1	1			5	
5								1						1	
6			1			2								3	
7														0	
8														0	
9														0	
10														0	
11														0	
12														0	
Total	16	15	9	13	8	16	4	4	5	9	21	7	5	132	

TABLE AXI
TEACHERS WITH FIVE OR MORE YEARS' EXPERIENCE IN LANGUAGE IN THE PRESENT
GRADE AND THREE OR FEWER LANGUAGE COURSES

Grade	(1) Total responses in sample	(2) No. teachers with 5+ years' experience	(3) Percentage these teachers (2) are of total (1)	(4) No. teachers with 5+ years' experience and 3-English courses	(5) Percentage these teachers (4) are of total (1)	(6) No. teachers with 5+ years' experience and 2-English courses	(7) Percentage these teachers (6) are of total (1)	(8) Teachers with 3- English courses (4) as a percen- tage of teachers with 5+ years' experience (2)	(9) Teachers with 2- English courses (6) as a percen- tage of teachers with 5+ years' experience (2)
XII	80	42	52.5	27	33.8	14	17.7	64.4	33.3
XI	84	36	42.9	22	26.2	16	19.0	61.1	44.4
IX	132	79	59.9	71	53.8	65	49.2	89.9	82.3
Total	296	157	53.0	120	40.5	95	32.2	76.4	60.5

TABLE AXII
UNIVERSITY COURSES IN LANGUAGE WHICH TEACHERS HAVE TAKEN

Grade	(1) Total responses in grade	(2) No. reporting history of language	(3) Percentage these teachers (2) are of total (1)	(4) No. reporting linguistics	(5) Percentage these teachers (4) are of total (1)	(6) No. reporting composition	(7) Percentage these teachers (6) are of total (1)
XII	80	8	10.0	5	6.3	3	3.8
XI	84	7	8.3	5	6.0	2	2.4
IX	132	4	3.0	8	6.1	2	1.5
Total	296	19	6.4	18	6.1	7	2.4

TABLE AXIII
SUBJECT AND SCHOOL LEVEL PREFERENCES OF TEACHERS OF LANGUAGE

Subject	XII				Total %		XI				Total %		IX						Total %		Grand Total		%
	A B C D						A B C D						A B C D E F										
	A	B	C	D			A	B	C	D			A	B	C	D	E	F					
English	12	8	8	5	33	42.3	14*	13	5	7*	39	46.5	18*	9*	7*	8*	9	7	58	44.3	130	44.4	
Social Studies	5	6	11*	11	33	42.3	6*	3	9	5	23	27.4	8	4	3	5	3	3	26	19.9	82	28.0	
Science	1	0	0	1	2	2.6	1	0	3	2	6	7.1	0	3*	4*	4	5*	6	22	16.8	30	10.2	
Mathematics	0	0	0	1	1	1.3	0	0	2	5*	7	8.3	4	5*	3	3*	2	2	19	14.5	27	9.2	
Modern Languages	1	4	1	0	6	7.7	2	3	1	0	6	7.1	1	1	2*	0	0	0	4	3.0	16	5.5	
Fine Arts	0	1*	0	2	3	3.8	2	1	0	0	3	3.6	1	1	0	0	0	0	2	1.5	8	2.7	
Total	19	19	20	20	78 ^a		25	20	20	19	84		32	23	19	20	19	18	131 ^b		293		

* Indicates one teacher:

(a) in grade XII or XI who would prefer teaching in junior high school.

or

(b) " " XI " " " senior " " .

^a2 not entered: one "had no desire to teach in senior high school"; one did not indicate preference.

^bone did not indicate preference.

TABLE AXIV
DISTRIBUTION OF NUMBER OF UNIVERSITY ENGLISH COURSES AND PREFERRED TEACHING AREA*

No. English Courses	Subject Area Preferred for Teaching							Total
	English	Social Studies	Science	Mathematics	Modern Languages	Fine Arts		
0	1 17	1 4	13	1 4			1 2 38	
1	2 5 16	8 12 12	4 5 1 1 11	2 3	1	2 14 25	46	
2	4 4 12	7 4 8	1 2 3	1 1	2 1	14 11	25	
3	9 4 6	11 5 1	1 3	2 1 3	1	22 15	13	
4	6 8 4	3 1 1 1	1 1	1 1	1	11 11	5	
5	5 5	2 2		1		8 7	1	
6	4 7 3		1			4 8	3	
7	2 1	1				3 1		
8	3					3		
9								
10	1					1		
11								
12	1						1	
Total	33 39 58	33 23 26	2 6 22 1 7 19	6 4	3 3 2 78 84	131		

* Distribution for each grade is indicated by relative placement of figures in each cell, as follows:

XII XI IX.

TABLE AXV
DISTRIBUTION OF YEARS OF PROFESSIONAL PREPARATION AND PREFERRED TEACHING AREA*

Years of Preparation	Subject Area Preferred for Teaching						
	English	Social Studies	Science	Mathematics	Modern Languages	Fine Arts	Total
1	1	3	12	2	6	1	4 3 53
2	1	2	5	1	7		3 4 24
3	4	2	1	2	2	1	4 11 11
4	17	11	1	3	1	2	32 35 27
5	8	6	2	1	3	1	16 24 11
6	4	8	1	1	1		15 6 4
7	3						3 1
8							
9							
10		1					1 1
Total	33	33	2	7	6	3	78 84 131

* Distribution for each grade is indicated by relative placement of figures in each cell, as follows:

XII XI IX.

TABLE AXVI
DISTRIBUTION OF TOTAL PUPIL LOAD IN LANGUAGE

Number of Pupils	XII				XI				IX					
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
0-10			1	5			1						1	17
11-20		3	7	3			4	4			12	8	6	1
21-30		3	4	4		4	6	8	1	9	1	6	8	
31-40	2	3	6	5	1	2	3	2	1	5	3	1	4	
41-50	1	1	1	3	1	4	2	3	8	4	2	2		
51-60	1	3			1	2		1	9	1	1	1		
61-70	1	3	1		6	3	2		6	1		1		
71-80	3	1	1		3	1	2	1	4	1	1	1		
81-90	1					2			1					
91-100	3	3			3				1	1				
101-110					3	1								
111-120	3				2				1	1				
121-130					1	1								
131-140					2									
141-150	2				1									
151-160	1				1									
161-170	1													
Total	19	20	21	20	25	20	20	19	32	23	20	20	19	18
Median	91.7	50.0	26.3	25.0	91.7	50.0	28.3	26.9	56.7	35.0	18.3	23.3	24.4	5.3

TABLE AXVII

DISTRIBUTION OF MEAN CLASS SIZE, CONSIDERING ALL LANGUAGE CLASSES TAUGHT

Class Size	XII				XI				IX				F*
	A	B	C	D	A	B	C	D	A	B	C	D	E
0-5				4				1					2
6-10			3	1			1				1	5	13
11-15			9	8			9	7			7	7	3
16-20	2	8	7	6	2	1	6	4	1		10	4	1
21-25	5	7	2	1	9	9	4	4	10	9	1	2	
26-30	8				7	4		3	12	6	1	2	
31-35	3	5			6	6			7	4			
36-40	1				1				2	4			
Total	19	20	21	20	25	20	20	19	32	23	20	20	19
Median	26.6	21.4	14.2	13.1	26.1	25.0	15.0	16.9	27.1	27.1	16.0	13.6	7.9

* Teachers in this category teach grades I-IX in one room.

TABLE AXVIII
DISTRIBUTION OF TOTAL CLASS LOAD IN LANGUAGE

Class Load	XII				XI				IX					F*
	A	B	C	D	A	B	C	D	A	B	C	D	E	
1		8	7	8		5	5	5	2	14	12	7	1	
2	6	3	8	9	7	9	9	10	24	6	4	7	3	
3	4	8	5	3	6	4	4	4	5	3	3	4	14	
4	4	1	1		7	2	2	1	1		1	2	1	
5	4				3									
6	1				2									
Total	19	20	21	20	25	20	20	20	32	23	20	20	19	
Median	3.9	2.7	2.4	2.2	3.9	2.6	2.6	2.5	2.6	1.8	1.8	2.4	2.6	

* Teachers in this category teach grades I-IX in one room.

TABLE AXIX

TOTAL PUPIL LOADS IN LANGUAGE (OF INDIVIDUAL TEACHERS IN CATEGORIES A AND B IN GRADES XII, XI AND IX) WHICH EXCEED THE MEDIAN CLASS LOAD FOR THE GRADE

Teacher	XIIA			XIIB			XIA			XIB			IXA			IXB		
	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load	No. Classes	Pupil Load
1	3	98	2	68	3	100	2	50	2	60	1	36						
2	4	91	3	55	3	100	2	52	2	60	1	36						
3	4	100	3	59	4	96	2	55	2	60	2	42						
4	4	118	3	61	4	100	2	64	2	61	2	45						
5	4	120	3	63	4	107	2	68	2	61	2	48						
6	5	115	3	74	4	109	3	66	2	62	2	49						
7	5	144	3	75	4	120	3	71	2	66	2	51						
8	5	145	3	94	4	122	3	83	2	66	2	76						
9	5	161	3	94	5	115	3	84	2	70	3	64						
10	6	153	4	100	5	137	3	103	2	75	3	96						
11					5	150	4	122	3	73	3	118						
12					6	133			3	75								
13					6	153			3	80								
14									3	81								
15									3	97								
16									4	120								
Total	45	1245	27	669	57	1552	29	818	39	1167	23	661						
Mean	4.5	124.5	3.0	74.3	4.4	119.2	2.6	74.4	2.4	72.9	2.1	60.1						
Mean Class Size		27.8		24.8		28.9		29.6		29.9		28.7						

TABLE AXX

NUMBER OF THEMES ASSIGNED IN LANGUAGE DURING ONE YEAR

Grade	(1) One Paragraph	(2) Two Paragraphs (up to 500 words)	(3) Three Paragraphs (500-1000 words)	(4) Four Paragraphs (1000 words and over)	(5) Total Assignments	(6) Total No. Paragraphs Assigned
	Mean Range	Mean Range	Mean Range	Mean Range	Mean* Range	Mean* Range
XII A	9.5 0-25	11.4 0-28	0.6 0-3	0.3 0-2	21.7 5-52	36.7 9-81
B	15.2 0-25	10.8 0-15	1.0 0-10	0.3 0-3	27.2 10-53	40.0 15-97
C	16.1 2-30	11.1 4-20	2.3 0-10	0.9 0-3	30.4 11-50	48.6 19-89
D	11.6 4-40	10.7 5-40	1.9 0-10	0.3 0-2	26.9 11-40	44.7 15-107
XI A	14.8 0-55	9.6 4-25	1.0 0-3	0.4 0-2	25.8 12-60	38.7 20-81
B	16.9 5-30	9.4 2-20	2.1 0-10	0.4 0-3	28.7 13-57	43.3 16-92
C	18.4 5-40	7.6 0-20	2.0 0-5	0.7 0-3	28.6 5-57	42.0 16-89
D	22.4 8-40	10.7 2-23	2.1 0-8	0.6 0-3	35.8 9-62	52.7 14-89
IX A	16.7 4-40	9.3 3-30	0.7 0-5	0.1 0-3	24.4 10-60	38.6 14-85
B	16.5 5-32	8.9 0-20	0.4 0-2	0.1 0-1	24.2 7-48	36.4 9-66
C	19.6 4-40	12.1 0-20	1.8 0-10	0.3 0-2	33.3 10-53	49.8 10-90
D	16.3 4-25	7.0 2-25	1.3 0-5	0.2 0-2	25.7 10-50	34.8 16-59
E	17.1 6-30	10.7 2-25	1.8 0-10	0.1 0-1	29.7 10-56	43.2 14-93
F	16.9 0-40	11.8 0-26	4.0 0-20	0.9 0-10	33.7 12-68	59.6 16-160

* Calculated from totals reported assigned in each category.

TABLE AXXI.
DISTRIBUTION OF TOTAL THEMES ASSIGNED DURING YEAR

Number of Themes	XII				XI				IX						f	%	
	A	B	C	D	A	B	C	D	A	B	C	D	E	F			
0-5	1															63	21.6
6-10	2	2	1	1			1	1	2	1	2	1	1				
11-15	3	3	4	4	7	3	4	1	9	3	1	2	2	2			
16-20	4	3	1	7	6	6	3	1	3	3	1	2	1	3		233	78.4
21-25	2	2	3	2	2	2	2	1	2	3		3	5	3			
26-30	5	1	2		3	2	3	4	3	6	4	4	3	4			
31-35	1	4			2	2	1	1	3	4	6	3	1	1			
36-40		2	1	3	1	1	1	4	5	1	2	3	2				
41-45		1	7		1	1	1		2	1		1	1				
46-50			2	1	1	1	1	1		1	1	1	1	2			
51-55	1	2			1		1		2		1		1				
56-60					1	2	2	3	1		2		1				
61-65								2						1			
66-70				2										2			
Median	19.4	25.0	28.8	18.6	19.6	22.5	25.0	35.0	25.0	26.3	31.7	27.5	25.8	26.3			

TABLE AXXII
DISTRIBUTION OF TOTAL NUMBER OF PARAGRAPHS ASSIGNED DURING THE YEAR

Number of Paragraphs	XII				XI				IX				f	%
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
0-10	1									1	1			
11-20	2	3	3	4	1	1	4	2	5	3	1	3	3	1
21-30	5	4	2	5	10	4	3	1	10	3	2	2	2	5
31-40	4	4	3	4	6	8	4	2	4	9	2	5	5	4
41-50	6	5	3	1	3	1	3	4	4	4	5	3	2	1
51-60		1	2	1	2	2	1	3	4	1	4	5	4	2
61-70		2	6		1	2	1	2	3	2	1	1		
71-80			1	2	1	1	3	2	1		3	1	2	1
81-90	1		1	2	1		1	3	1		1			1
91-100		1				1							1	
100+				1										3
Median	31.3	37.5	48.3	32.5	32.5	36.3	37.5	53.3	32.5	35.0	48.0	40.0	39.0	37.5

TABLE AXXIII(A)

DISTRIBUTION OF YEARLY MARKING LOAD IN LANGUAGE BASED ON TOTAL PUPIL LOAD IN
LANGUAGE AND EXPRESSED IN PARAGRAPHS OF 250 WORDS

Paragraphs	XII			XI			IX							
	A	B	C	D	A	B	C	D	A	B	C	D	E	F
0-1000	1	8	9	13		3	10	6	4	8	10	11	11	18
1001-2000	6	2	7	3	7	8	5	8	12	8	6	5	6	
2001-3000	2	4	1	1	7	5	3	3	5	5	3	3	2	
3001-4000	4	5	4	2	5	3			7	2	1	1		
4001-5000	2			1	1	1	1		2					
5001-6000	3				1		1	2	2					
6001-7000					1									
7001-8000	1				1									
8001-9000					1									
9001-10000		1			1									
Median	3125	2000	1214	754	2643	1875	1000	1438	1600	1438	1000	909	864	

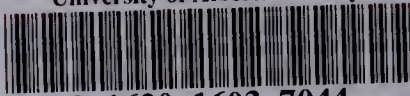
TABLE AXXIII(B)

Paragraphs to mark per week in 40- week year ^a	78.1	50.0	30.4	18.9	66.1	46.9	25.0	36.0	40.0	36.0	25.0	22.7	21.6	
Time in hours to mark and check at 5 per hour	15.6	10.0	6.1	3.8	13.2	9.4	5.0	7.2	8.0	7.2	5.0	4.6	4.3	
Median of total pupil load in language ^b	91.7	50.0	26.3	25.0	91.7	50.0	28.3	26.9	56.7	35.0	18.3	23.3	24.4	5.29

^aMedian in Table XLII(A) divided by 40.

^bSee Table XXX.

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